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*Bulletin*

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OF THE  
IOWA STATE TEACHERS  
COLLEGE

CATALOG ISSUE



JANUARY, 1951 . . . CEDAR FALLS, IOWA

BULLETIN OF THE  
**I O W A**  
*State Teachers*  
**C O L L E G E**

CATALOG ISSUE  
1950-51

INCLUDING ANNOUNCEMENTS FOR 1951-1952



Issued Quarterly. Published by the Iowa State Teachers College. Entered as second-class mail matter, August 31, 1912, at the post office at Cedar Falls, Iowa, under the Act of August 24, 1912.

VOL. LII, No. 1

JANUARY, 1951

"And Gladly Wolde He Lerne and Gladly Teche."

—Chaucer, Canterbury Tales.

To educate its students adequately for all types of teaching positions in the public schools; to assist its graduates effectively in securing such positions; to work with the public schools on professional problems; to advance educational method by retaining what is proven while testing what is new; and to stimulate enthusiasm and respect for the important profession which it serves —

These are the objectives to which the Iowa State Teachers College is dedicated.



## To Our Future Students

The Iowa State Teachers College realizes that a college catalog is hard to understand and difficult to use. It hopes that this page and those immediately following will help you find the information that you seek.

### Steps in Preparing for Admission

#### 1. Application for Admission

Fill in form below and mail to the REGISTRAR.  
See Notice to Prospective Students, page 39.

#### 2. Transcripts

Have your high school principal send a Certificate of High School Credits to the REGISTRAR. If you attended a high school outside of the State of Iowa, write to the REGISTRAR and ask for a certificate blank for your high school principal to use. If you have attended another college, have an official transcript of your college credits sent to the REGISTRAR.

#### 3. Room Reservations

Write either the Dean of Men or the Dean of Women and ask for room reservation information and a reservation card.

**1951**

### IOWA STATE TEACHERS COLLEGE Cedar Falls, Iowa

C  
H  
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K

Mr. ☐

Date.....195.....

Mrs. ☐

Name Miss ☐

Street and No. or RFD.....City.....

County.....State.....

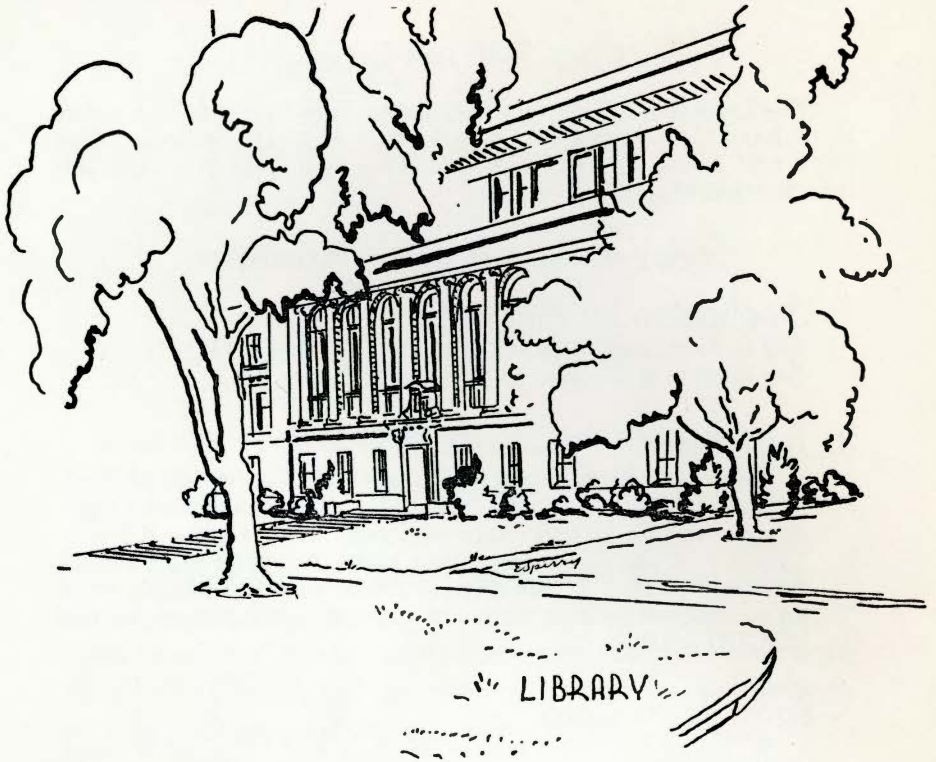
I am considering entering Teachers College ( ) FALL Quarter ( ) WINTER  
( ) SPRING ( ) SUMMER

Please send me: An application for admission . . . . . ( )

Information on housing . . . . . ( )

A Summer Bulletin . . . . . ( )

I would like additional information concerning.....



First Class  
Permit No. 29  
Sec. 34.9 P. L. & R.  
Cedar Falls, Iowa

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No Postage Required If Mailed in United States

POSTAGE WILL BE PAID BY—  
IOWA STATE TEACHERS COLLEGE  
CEDAR FALLS

**IOWA**

Office of the Registrar

## College Terminology

### The Meaning of Terms Frequently Used at Iowa State Teachers College

- Adviser, advisee — Your adviser or counselor is the instructor assigned by the college to help you with your problems. You are called his "advisee."
- Certificate — A document, issued by the Iowa State Board of Educational Examiners, which states that you are qualified to teach and what you may teach.
- Course — A particular subject being studied — thus, a "course" in English.
- Credit — The numerical reward you receive for completing a college course. It is described in quarter hours. The average student will register for sixteen or seventeen hours of class work each quarter. In this way you will earn the 196 hours of credit required for graduation from the four-year program.
- Curriculum — The whole body of courses required for a degree or a diploma.
- Department — A division of the college which offers instruction in a particular branch of knowledge: the Department of Music.
- Elective — A subject or course which you may choose to study as distinguished from "required courses" which you are asked to take.
- Extra-Curricular — This word refers to those activities which are part of student life but are not part of the course of study. Debate, dramatics, and athletics are extra-curricular activities.

Fee —	A charge which the college asks you to pay for certain services it offers you; for example, a music fee, paid for private lessons in music.
General Education —	That body of knowledge with which all students should be familiar. The college feels that, among other things, you need competence in English, Social Science, and Mathematics to be a good citizen and a successful teacher. Hence, its "General Education Program" includes these, and other subjects.
Grade-Point —	For reasons of simplicity in bookkeeping, grades are evaluated in terms of quality points. For every hour of "A" which you earn, you are credited with four grade-points; for every hour of "B", three grade-points; for every hour of "C", two grade-points; for every hour of "D", one. 392 grade-points are required for graduation, which is another way of saying that you are expected to maintain a "C" average in 196 hours of work.
Matriculation —	The act of enrolling for the first time as a student at the college.
Major —	The subject or field of study which you decide to emphasize. If, for example, you plan to specialize in Mathematics, you will be said to "major" in that field. If you choose to specialize in two such subjects you will have a "double major".
Minor —	This word refers to the field of your secondary emphasis. The hours devoted to your minor field are somewhat less than those allotted to your major. You may choose one or more minors.
Prerequisite —	This word designates the preliminary requirement which must be met before a certain course can be taken. Thus, English I is a "prerequisite" to all other courses in English and must be successfully completed before other English courses are taken.



- Registration — The act of enrolling in classes, usually at the beginning of a quarter. This involves choosing your classes with the help of your counselor and the paying of fees.
- Required Subjects — Those subjects which are prescribed by the college for the completion of your program. You choose your electives; your required subjects are chosen for you.
- Schedule — A listing of the courses you are taking each quarter. Your schedule is your program of studies.
- Undergraduate — A student who has not yet been graduated. The term sometimes refers to Freshmen and Sophomores, as distinct from upperclassmen: Juniors and Seniors.

### Questions Most Frequently Asked by Prospective Students

1. What does it cost to attend Iowa State Teachers College? Approximately \$600 per year.
  - a. The college fee is \$36 per quarter or \$108 per school year. A student who wishes to take applied music (private lessons) is asked to pay a fee of \$10 per quarter hour. This work is required if your major is music.
  - b. A room in the dormitory costs \$36 per quarter.
  - c. The non-profit college food-service rates are determined before each quarter opens on the basis of current food costs. The current average has been about \$110 per quarter.
  - d. Ordinarily \$20 per quarter should be ample for books and supplies.
2. What are the opportunities for self-support?
  - a. Approximately 35% of the men students and 20% of the women students earn money to defray part of their expenses.
  - b. Students seeking part-time employment should address their inquiries to the Dean of Men or the Dean of Women.
3. Can a student enroll for the first time on a regular two- or four-year curriculum during the winter, spring, or summer quarters? Yes.

4. Where can I find answers to other questions? See the following abbreviated index. For a more detailed index, please consult pages 180 to 192.

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DAVID A. DANCER, Secretary

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MRS. HIRAM C. HOUGHTON, JR., Red Oak		
HALSTEAD M. CARPENTER, Monticello, (Deceased)	}	Terms expire July 1, 1953
MRS. GEORGE KYSETH, Clarion		
W. S. RUPE, Ames		
DWIGHT G. RIDER, Ft. Dodge	}	Terms expire July 1, 1955
V. B. HAMILTON, Hampton		
RICHARD H. PLOCK, Burlington		

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CARL GERNETZKY, Des Moines  
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ROY LOUDEN, Chairman

HALSTEAD M. CARPENTER (Deceased)  
MRS. GEORGE KYSETH  
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HENRY C. SHULL

CALENDAR FOR 1951																													
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# College Calendar for 1951-52

## Summer Session, 1951

- |                   |                                      |
|-------------------|--------------------------------------|
| June 11, Monday   | —Registration 7:30 a.m. to 4:30 p.m. |
| June 12, Tuesday  | —Instruction begins, 7:00 a.m.       |
| July 4, Wednesday | —Legal Holiday                       |
| Aug. 16, Thursday | —Summer Commencement, 7:30 p.m.      |
| Aug. 17, Friday   | —Session ends, 12:00 noon            |

## Fall Quarter, 1951

- |   |   |
|---|---|
| Sept. 17 to 19,<br>Monday to<br>Wednesday | —Registration of all students enrolling at this college for the first time. Report on Monday at 8:30 a.m. |
| Sept. 20 Thursday                         | —Registration of students who have previously been in attendance at this college, 8:00 a.m. to 4:00 p.m.  |
| Sept. 21, Friday                          | —Instruction begins at 8:00 a.m.  |
| Nov. 21, Wednesday                        | —Thanksgiving Recess begins, 12:00 noon   |
| Nov. 26, Monday                           | —Instruction resumes, 8:00 a.m.   |
| Dec. 19, Wednesday                        | —Quarter ends, 12:00 noon   |

## Winter Quarter, 1952

- |                   |                                       |
|-------------------|---------------------------------------|
| Jan. 2, Wednesday | —Registration, 8:00 a.m. to 4:00 p.m. |
| Jan. 3, Thursday  | —Instruction begins, 8:00 a.m.        |
| Mar. 14, Friday   | —Quarter ends, 12:00 noon             |

## Spring Quarter, 1952

- |                    |   |
|--------------------|---|
| Mar. 19, Wednesday | —Registration, 8:00 a.m. to 4:00 p.m.         |
| Mar. 20, Thursday  | —Instruction begins; 8:00 a.m.                |
| May 30, Friday     | —Legal Holiday                                |
| June 6, Friday     | —Instruction ends, 5:00 p.m.                  |
| June 7, Saturday   | —Seventy-fifth Annual Commencement, 9:30 a.m. |

## Summer Session, 1952

- |                  |                                       |
|------------------|---------------------------------------|
| June 16, Monday  | —Registration, 7:30 a.m. to 4:30 p.m. |
| June 17, Tuesday | —Instruction begins                   |



# Officers of Administration, 1950-51

## GENERAL ADMINISTRATIVE OFFICERS

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present capacity.

J. W. MAUCKER, B.A., Augustana College; M.A., Ph.D., State University of Iowa  
President of the College, 1950

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)

SADIE B. CAMPBELL, B.A., Colorado State Teachers College; M.A., Columbia University  
Dean of Women, 1929

PAUL F. BENDER, B.A., State University of Iowa; M.A., Columbia University; Ed.D., New York University  
Dean of Men, 1921 (1948)

PHILIP C. JENNINGS, B.S., M.S., Iowa State College  
Business Manager, 1942 (1945)

MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin  
Registrar, 1930 (1942)

JOSEPH B. PAUL, B.A., Indiana University; M.A., Ph.D., University of Wisconsin  
Director of the Bureau of Research, 1916 (1934)

E. W. GOETCH, B.A., M.A., Ph.D., State University of Iowa  
Director of the Placement Bureau, 1918 (1928)

HAROLD E. BERNHARD, B.A., Carthage; B.D., Chicago Lutheran Theological Seminary; Ph.D., University of Chicago  
Director of the Bureau of Religious Activities, 1949

GEORGE H. HOLMES, B.A., M.A., University of Michigan  
Director of the Bureau of Public Relations and Information Services, 1929 (1949)

JOSEPH H. GAMET, B.S., M.D., Loyola University  
Health Director, 1949

ELDON E. COLE, B.S., Iowa State College  
Superintendent of Buildings and Grounds, 1930 (1931)

PAUL C. KELSO, B.A., Northeast Missouri State Teachers College; M.Ed., D.Ed., Missouri University  
Coordinator of Student Counseling, 1948 (1949)

DARYL PENDERGRAFT, B.A., Buena Vista College; M.A., Ph.D., State University of Iowa  
Curriculum Coordinator, 1946 (1950)

## OTHER OFFICERS AND ASSISTANTS

DONALD R. ANDERSON, B.S., Iowa State College; M.A., State University of Iowa  
Assistant Information Services, 1950

JAMES L. BAILEY, B.B.A., M.A., University of Minnesota  
Assistant Business Manager, 1950

R. J. CARLSON, B.S., M.D., State University of Iowa  
Assistant Health Director, 1950

MERRILL F. FINK, B.A., Central Michigan State Teachers College;  
M.A., University of Michigan  
Assistant Registrar, 1946 (1949)

H. V. HAKE, B.A., Central Wesleyan College; M.A., State University of Iowa  
Associate Professor of Radio Education and Radio Program Director, 1938 (1947)

GAIL E. MYERS, B.A., M.A., State University of Iowa  
Assistant, Alumni Service, 1949

RAYMOND J. SCHLICHER, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa  
Assistant Director of Placement, 1949 (1950)

JEAN SHOQUIST, B.A., M.A., State University of Iowa  
Assistant, Public School Relations, 1949

HERBERT M. SILVEY, B.S., Central Missouri State Teachers College;  
M.A., D.Ed., University of Missouri  
Assistant Director of Research, 1947

\*See pages 153 to 179 for other college personnel





# General Information

## Foreword

The Iowa State Teachers College is one of three public institutions for higher learning in Iowa. Together with the State University of Iowa, and the Iowa State College of Agriculture and Mechanic Arts the Iowa State Teachers College is governed by the State Board of Education.

From a single building which had once housed soldiers' orphans and which was situated on forty acres of land to the present 26 principal buildings on a 244-acre campus has been the growth of the Iowa State Teachers College since 1876. Originally named the Iowa State Normal School by act of the General Assembly the institution opened on September 6, 1876. In 1909 the name was changed to the Iowa State Teachers College when the present State Board of Education was created.

The Iowa State Teachers College is a member of and fully accredited by the:

North Central Association of Colleges and Secondary Schools  
American Association of Teachers Colleges  
Association of American Universities

## Buildings and Grounds

The campus of the Iowa State Teachers College contains 244 acres of elevated land at the southwestern limits of the city of Cedar Falls. The principal buildings used for administrative, instructional, and other purposes are of brick with trimmings of Bedford stone. They are surrounded by lawns and by ornamental trees and shrubs of many varieties and are arranged in the form of an inner and outer quadrangle.

**The Administration Building**, situated on the east side of the inner quadrangle, was erected in 1895. Its dimensions are 75 feet by 105 feet. On the first floor are the offices of the President, the Dean of the Faculty, the Business Manager, the Coordinator of Student Counseling, and the Registrar; and on the second floor, the offices of the Placement Bureau, the Curriculum Laboratory, and the Bureau of Research. On the third floor are the offices and recitation rooms of the Department of Business Education.

**Gilchrist Hall**, situated in the inner quadrangle southwest of the Administration Building, was erected in 1882. Its dimensions are 78 feet by 114 feet. On the first floor are the offices of the Dean of Men and the Dean of Women and the offices of the Bureau of Extension Service. On the second and third floors are the Faculty Room, the Bureau of Alumni Service, the Bureau of Public Relations and Information Services, the offices of the College Eye and of the Old Gold, Gilchrist Chapel, and practice rooms of the Department of Music.

**The Auditorium Building**, situated north of the Administration Building, was erected in 1900. Its dimensions are 71 feet by 230 feet with a rear extension of 70 feet by 90 feet. In the center is the College Auditorium with a large pipe organ and with seating capacity of 1,500. In the basement and the three stories of this building are located the rooms of the Bureau of Religious Activities, the radio station, and the recitation rooms and the offices of the Departments of Education, English and Speech, Languages, and Social Science.

**Central Hall**, adjacent to the Administration Building and to the Auditorium Building, was erected in 1868. Its dimensions are 40 feet by 85 feet with an extension of 34 feet by 40 feet. It contains the offices and instruction rooms of the Department of Music and a specially equipped practice room for band and orchestra.

For convenience of intercommunication, the Administration Building, Gilchrist Hall, the Auditorium Building, and Central Hall are connected by means of corridors.

**The Science Building** is on the north side of the inner quadrangle and was erected in 1906. Its dimensions are 65 feet by 113 feet. It houses offices, recitation rooms, laboratories, and libraries of the staff members of the Department of Science.

**The Vocational Building** is at the southwest corner of the inner quadrangle and was erected in 1915. Its dimensions are 62 feet by 144 feet. It contains offices, recitation rooms, and laboratories for the work in home economics, biological science and mathematics.

**The Arts and Industries Building**, completed in 1949, is of a modern fireproof design, two stories, 240 feet long by 60 feet wide with a triangular projection to the north of 60 feet forming the main entrance.

The building is located directly south of the present campus school building on the triangle between 27th Street and High-



way 57. The main axis of building is parallel with the highway.

The Department of Industrial Arts occupies the first floor and the Department of Art the second floor.

**The Campus Laboratory School Building** is on the south side of the inner quadrangle and was erected in 1912. Its dimensions are 115 feet by 137 feet. It contains the office of the director, an auditorium, a gymnasium, recitation rooms and laboratories for home economics and manual training, a room for directed observation, and rooms for the kindergarten, the primary school, the intermediate grades, and the six-year high school.

A new Campus Laboratory School is under construction and the elementary school wing is expected to be ready for occupancy by September, 1951. This wing is L shaped, facing the east, and extends 336 feet paralleling Campus Street and 154 feet paralleling Nineteenth Street. Construction is of concrete, steel and brick with stone trim. The basement houses the kitchen, lunch, and service rooms. On first and second floors are rooms for the nursery school, kindergarten, the elementary grades, offices, auditorium, library, and rooms for nurses and for conferences. The remainder of the building, containing the high school and gymnasium, will be built later when funds are available.

**The Library**, situated at the southeast corner of the inner quadrangle was erected in 1911. It is a four story building. The periodicals, the periodical reading room, and the juvenile library are on the first floor, where the library science classes are also held. The main reading room with accommodations for 275 readers, the loan desk, and the stacks are on the second floor. The walls are decorated with mural paintings by William DeLeftwich Dodge. The fine arts library and the documents are on the third floor; and the top floor houses the college museum.

The Library contains more than 150,000 carefully selected volumes and 600 current periodicals are received. It is a designated depository for United States documents.

The art collection, housed in the library, is of special interest. There are more than 450 framed pictures, excellent reproductions of masterpieces, and 5,500 small prints.

The library force consists of ten professional librarians, four clerical workers, and 30 student assistants.

Library hours are: Monday-Thursday, 7:30 a.m.-9:30 p.m.; Friday, 7:30 a.m. to 8:00 p.m.; (Special rooms close at 5:00 p.m.)

Saturday, 8:00 a.m. to 5 p.m.; Sunday, 2:00 p.m. to 5:00 p.m., except special rooms.

**The Women's Gymnasium**, situated at the northwest corner of the inner quadrangle, was erected in 1903 and remodeled in 1939. Its dimensions are 68 feet by 230 feet. The main building has a basement and three stories containing offices and recitation rooms, an examining room and a dark room, four fully-equipped exercise rooms, three basketball courts, a baseball diamond, an indoor archery range, a dancing studio, lockers, dressing rooms, and storerooms. The swimming pool addition, completed in 1938, is connected to the Women's Gymnasium on the west. It is a fireproof structure with exterior of red brick and large stone ornamental panels of Indiana limestone. The addition is 145 feet long and extends 96 feet west from the gymnasium. The main room of the addition is 116 feet long by 65 feet wide with an average ceiling height of 28 feet and contains a tile-lined swimming pool 36 feet by 90 feet and also bleachers to accommodate 500 spectators. The walls are lined with buff-colored Mankato stone and haydite blocks. Between the two passages which connect the pool room with the Women's Gymnasium is a large shower and dressing room for students. The space under the concrete bleachers is occupied by locker and dressing rooms for both men and women of the faculty. There is also office space for the instructors. The second floor contains an office and lounge on both the north and south ends from which balconies with ornamental rails overlook the pool.

Connected with the Women's Gymnasium are athletic fields for hockey, soccer, baseball, volleyball, and other field sports; an archery range; 10 Laykold tennis courts; a driving range and a putting green for practice in golf.

**The Men's Gymnasium**, situated on the west side of the outer quadrangle, was erected in 1925. Its dimensions are 170 feet by 202 feet. It is a two-story building containing a main gymnasium (90 feet by 124 feet) and a smaller gymnasium (40 feet by 88 feet), offices and recitation rooms, basketball courts and handball courts, a wrestling room, a first-aid room, a team room, a club room, a swimming pool, showers, dressing rooms, and storage rooms. (The main gymnasium when converted into an auditorium has a seating capacity of 3,000.)

Connected with the Men's Gymnasium is an athletic field containing four football fields, four baseball fields, eight tennis courts, and a quarter-mile track.



**The O. R. Latham Stadium**, which was dedicated in 1940, is 300 feet by 76 feet. It has a bleacher capacity of 5,000 with press and broadcasting booths. Enclosed under the bleachers are two large locker rooms, coaches' room, equipment room, training room, and an indoor running track. Accommodations for housing 160 men have been arranged within the building through the construction of 24 large rooms.

**The President's Home**, situated in the outer quadrangle east of the Administration Building, was erected in 1908.

**The Home of the Dean of the Faculty**, which is situated in the outer quadrangle north of the president's home, was erected in 1890.

**The Home of the Superintendent of Buildings and Grounds**, situated in the outer quadrangle north of the Auditorium Building, was erected in 1906.

**Bartlett Hall** is in the outer quadrangle north of the Women's Gymnasium. The first unit was erected in 1914 and the last unit in 1924. Its dimensions are 41 feet by 525 feet with four wings each 41 feet by 125 feet. It is a fireproof building equipped with modern conveniences. In its single and double rooms it accommodates 520 women students.

**Anna B. Lawther Hall**, erected in 1939, is north and west of The Commons in line with Bartlett Hall and of similar construction. Its dimensions are 41 feet by 253 feet with two wings, each 41 feet by 125 feet. In its single and double rooms it accommodates 294 women students. An addition of the same design and construction extends 154 feet west with a wing of 114 feet and was completed in 1948. It contains 89 double rooms, 22 single rooms, director's suite, nurse's suite and office, and a recreation room.

**A New Residence Hall for Women**, to be ready for occupancy for the fall quarter, 1951, is under construction on the northwest corner of Campus and Twenty-third Streets, directly north of Lawther Hall. It will be a three-story structure, with a wing 236 feet long, paralleling Campus Street, a diagonal main entrance, and a wing 154 feet long, paralleling Twenty-third Street.

Construction will be of concrete, steel, and brick with stone trim. It includes 135 double and 26 single rooms, housing 296 students. It also includes service rooms, director and nurse's suites, office, living and recreation rooms, and a complete kitchen

and dining room service for 300 persons. The dining room is a one-story projection on the west side of the north wing.

**The George T. Baker Hall for Men**, a dormitory housing 111 students, was completed in 1936. It is situated in the outer quadrangle south of the Campanile. Its dimensions are 40 feet by 190 feet with a solarium 12 feet by 48 feet. It is a three-story building with a basement and contains 46 double rooms, 19 single rooms, 3 guest rooms, a matron's suite, a housekeeper's suite, an office, a lobby, lounge, recreation room, pressing room, and kitchenette.

**The Homer H. Seerley Hall for Men**, a dormitory housing 119 students, was completed in 1938. It is situated in the outer quadrangle south and east of the Campanile, directly east of the George T. Baker Hall. In design it is similar to Baker Hall and its dimensions are the same. It is a three-story, fireproof structure with full basement and contains 53 double rooms, 18 single rooms, an office, a lobby, lounge, recreation room, pressing room, director's and housekeeper's rooms, and kitchenette.

**The Commons**, situated in the outer quadrangle northwest of the Women's Gymnasium, was erected in 1933. Its dimensions are 124 feet by 178 feet. It is designed to provide social education and recreational training for the members of the student body. It is a two-story building with basement. On the second floor are the student lounge, the recreational hall, and the lobby lounge, which, together with the mezzanine lounge, comprises the central portion of the building. In addition, there are faculty men's lounge, the faculty women's lounge, the offices of the Director of The Commons, of the Student Council, and of the Women's League, the fountain room, and two activity rooms. On the first floor are located the dining rooms, the kitchen, and the office of the Director of Foods. The basement contains service rooms essential for the operation of the building.

**The General Hospital**, the Nurses Home with the office of the Health Director and the Isolation Hospital are located on the south side of the campus west of the Vocational Building. The General Hospital was erected in 1912 and enlarged in 1925. Its dimensions are 33 feet by 60 feet. It has an operating room, an X-ray room, and beds for twelve patients.

**A Storeroom for the Department of Buildings and Grounds**, situated at the center of the inner quadrangle, was erected in 1904.



**The Heating and Power Plant**, completed in 1932, supplies the whole institution with heat, light, and power and is situated in the outer quadrangle southwest of the Isolation Hospital. It is equipped with two 500 horse-power and two 300 horse-power boilers and two turbines with a generating capacity of 1,500 kilowatts of alternating electric current. It has an electric crane, automatic stokers, and other mechanical appliances for the efficient operation of the plant. The circular concrete smokestack rises 195 feet above the floor of the boiler room.

**The Shops and Garage Building**, east of the Heating and Power Plant and adjacent to it, contains the office of the Superintendent of Buildings and Grounds; shops for electricians, plumbers, steam fitters, carpenters, and painters; supply rooms and locker rooms; and a garage for the college trucks and busses. It was completed in 1932.

**The Greenhouse Units**, which are laboratories for study in animal and plant biology, were completed in 1938 and are located directly south of the Vocational Building. There are three curved-eave units in the east, the center of which is 31 feet by 42 feet with a high roof for tropical plants. The end units are each 25 feet by 33 feet and are used for display purposes as well as for the starting of campus flowers. The west wing consists of a tile service house, the dimensions of which are 36 feet by 38 feet. The first floor contains a work room, a supply room, an office, and a laboratory; while the basement contains a bulb room, service rooms, and a room for animals. The northwest and southwest units are of the commercial type and are each 28 feet by 50 feet.

**The Campanile**, standing at the center of the campus, was erected in 1926. The main tower is 20 feet square and 100 feet high. It is built of rug-faced brick with trimmings of Bedford stone and rests on a granite foundation. The fifteen bells of the Campanile chimes range in weight from 225 pounds to 5,000 pounds. The chimes are played at stated times throughout the day by the chime master and his assistants. The Fasoldt clock, presented to the institution in 1925, sounds the Westminster chimes at the quarters of the hour. The Campanile was donated to the institution by the alumni, faculty, students, and other friends of the institution as a memorial to the founders and builders of the Iowa State Teachers College.

**The Recreation Park**, including the college golf course, is located half a mile east of the campus just outside the southern

limits of the city in Rownd's Field, a tract of 40 acres donated to the institution in 1925 by Charles A. Rownd. The golf course has a well-kept nine-hole course of standard length with natural and artificial hazards.

Separate from the campus on the east, the college has a tract of seven acres in which it is developing a horticultural garden and a botanical garden. These gardens already contain a large collection of Iowa trees, shrubs, and herbaceous plants.

South of the main campus, temporary buildings have been erected for instructional use. An adjacent area contains the temporary housing facilities for veterans, known as Sunset Village. Nearby a driving range has been developed for instruction in highway safety and for driver training.

## The Residence of Women Students

All women students who do not live in their own homes must live in college residence halls or in rooming houses approved by the Dean of Women. During their first three quarters of attendance, if not living with their parents or legal guardians, all women students are required to live in college residence halls, unless given special permission to live in private homes. All special permissions must be obtained from the Dean of Women **before** registration day.

**Application for Rooms in Residence Halls.** The application for a room reservation in one of the residence halls is made to the Dean of Women and must be accompanied by a deposit fee of \$10. **If an applicant for whom a room has been reserved finds it necessary to cancel her reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Women's Office ten days before the opening day of the quarter.**

Assignments are made in the order of application, except that students in residence during the academic year have the privilege of reserving their rooms for their own use during the summer quarter if the request is filed before April 15. All rooms not thus reserved are assigned in order of application. Definite assignments are made and notices are mailed two weeks before the opening of a quarter.

**Occupancy.** Residence halls will be open for occupancy one day before enrollment day and must be vacated by noon of the day following the close of the quarter. Reservations will not



be held after registration day unless arrangements have been made for later occupancy.

**Rates and Payment.** The rental rates are \$36 per quarter for each student for all dormitory accommodations. The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of a quarter.

**Bartlett Hall.** This residence hall is reserved for women students during their first three quarters of attendance. The hall, a fireproof building, houses 550 students and contains attractive living rooms, browsing rooms, spread rooms, recreation rooms and complete office facilities for the administration of the various personnel functions. Pressing rooms and service rooms for each corridor unit add to the convenience of living in the building. Student rooms have hot and cold water, a clothes closet for each occupant, study table, floor lamp, dresser, and single beds equipped with excellent inner spring mattresses and mattress pads. During the post-war housing shortage, double-deck beds have been installed in order that one or two extra students may be housed in each room. Each student furnishes her own linen, blankets, and towels. Bedspreads and draperies are furnished by the college. A more detailed description of the facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter. Living conditions are supervised by a trained staff which includes the director, a resident nurse, the director of social life, and the housekeeper.

**Anna B. Lawther Hall.** This residence unit is reserved for upper-class women who have been enrolled in the college more than three quarters. Its facilities and conveniences include the best features of present-day student residence halls. Living conditions are supervised by a trained staff. Each student furnishes her own sheets, pillowcases, and hand and bath towels. A pamphlet describing facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter.

**Food Service.** Freshmen, sophomore and junior students living in college residence halls are required to eat in the college food service department. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification.

**Accredited Rooming Houses.** A list of accredited rooming houses will be furnished upon request to those students eligible to live outside the college residence halls. In all rooming houses students furnish their bedding and linens. The college is not a party to agreements made between students and landlords, although certain housing standards are enforced by the college.

## The Residence of Men Students

All men students who do not reside at the home of a parent or guardian must live in one of the residence halls for men or in rooming houses approved by the Dean of Men. Exceptions to this regulation are made only in special instances.

**The George T. Baker Hall for Men and the Homer H. Seerley Hall for Men.** The George T. Baker Hall for Men and the Homer H. Seerley Hall for Men accommodate 230 students. The buildings are fireproof and are equipped with every facility for the comfort and convenience of the residents. Lobby, students' lounge, solarium, recreation rooms, pressing room, and showers are provided. Student rooms are furnished with single beds, mattresses and mattress pads, pillows, blankets, bedspreads, straight chairs, easy chairs, built-in study tables with shelves, built-in clothes closets, bedside stands, and waste-paper baskets. During the postwar housing shortage double-deck beds are installed in order that one or two extra men may be housed in each room. Every room is equipped with hot and cold running water and adequate lighting facilities. Each student living in the men's dormitories is required to furnish four single sheets, size 63 by 99 inches, three pillowcases, size 42 by 36 inches, six hand towels, and four bath towels. Living conditions are supervised by the director and the housekeeper.

**Stadium Hall for Men** was opened for the first time in September, 1947. This unit consists of 24 rooms which were constructed in the football stadium in order to provide additional housing accommodations for men. One of the rooms provides accommodations for the director of the hall, and one is equipped with adequate facilities for study. The building which is fireproof normally houses eighty men, and is equipped with showers and a lounge area. The student rooms are furnished with double-deck beds, mattresses, pillows, blankets, straight chairs, study tables, chests of drawers, and clothes racks. During the postwar housing shortage, three double-deck beds are



installed in each sleeping room. Each student living in Stadium Hall is required to furnish four single sheets, size 63 by 99 inches, three pillowcases, size 42 by 36 inches, six hand towels, and four bath towels. Living conditions are supervised by the director and the housekeeper.

Since 1949 all freshmen, sophomore and junior students living in college residence halls are required to eat in the college food service department. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulation governing their classification.

**Application for Rooms in Residence Halls.** The application for a room reservation is made to the Dean of Men and must be accompanied by a deposit fee of \$10. If an applicant for whom a room has been reserved finds it necessary to cancel his reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Men's office ten days before the opening of the quarter.

Assignments are made in the order of application except that students in residence during the academic year have preference in the selection of rooms.

**Occupancy.** Residence halls will be open for occupancy one day before enrollment day and must be vacated by noon of the day following the close of the quarter. If a reserved room is not occupied on the opening day of the quarter and arrangements have not been made for later occupancy, the reservation may be cancelled at the discretion of the Dean of Men.

**Rates and Payments.** The rental rates are \$36 per quarter for all dormitory accommodations. The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of the quarter.

**Accredited Rooming Houses.** A list of accredited rooming houses for men students will be furnished upon request, after the student has been admitted. In all rooming houses students furnish their bedding and linens. The college is not a party to agreements made between students and landlords, although certain standards are enforced by the college.

## The Commons

The Commons houses recreational facilities as well as the food service department. Included in these facilities are the ball room, student lounge, faculty lounges and club rooms. All of these rooms are completely equipped to carry on the program of social education which is a distinctive part of campus life at Iowa State Teachers College.

## Food Service

There is no food service on the campus other than that maintained for regular boarders. Plans for board are made at the time of registration. All freshmen, sophomore and junior students living in college residence halls are at present required to eat in the college food service department. Transfer students living in college residence halls are required to eat in the college food service department the first three quarters enrolled regardless of classification and thereafter will conform to the regulations governing their classification. Board payments for each quarter are payable in the college business office at the time of registration. The charge will be based on the prices then in effect.

## Employment

Many students earn a part of their expenses while attending college. The offices of the Dean of Men and the Dean of Women will give all possible help to students who need to secure part-time employment. However, until the class schedule has been arranged on registration day and the hours that the student will have available for work are known, definite employment arrangements cannot be made. No fee is charged for this service, but the student is required to maintain the college standards as to health and scholarship. Appointments are made for one quarter and must have the approval of the department supervisors for renewal.

Students are cautioned not to carry too much outside work during the first quarter of residence. Full time is needed to make adjustment to the new environment, to engage in extra-curricular activities, and to attain a high standard of excellence in scholarship. Fifteen hours a week of outside work is considered the maximum. If outside work in excess of fifteen hours



a week must be done, the number of credit hours carried should be reduced accordingly.

## Partial Fee Exemptions

The college grants partial fee exemptions each year to approximately 300 young people who need aid in financing their college education.

1951 graduates of Iowa high schools are eligible for these exemptions. Preference is given to students with superior scholastic records in high school. These grants have a value of \$20 per quarter, or \$60 per year, and may be continued for four consecutive years of college work, including summer sessions or not, as the recipient chooses, providing satisfactory scholarship is maintained.

Explanatory materials and formal application blanks for these exemptions are mailed to the superintendents of all Iowa public schools on February 1. Students interested in making application for one of the partial fee exemptions should discuss the matter with their superintendent of schools, and, if he is willing to recommend, should file application in the Office of the President not later than April 1. Applications received later than this date will be considered in case all available grants have not been awarded. Successful applicants will be notified as promptly as possible.

## Student Loan Funds

The college maintains a loan fund for worthy students who are in need of such assistance. Four-year students who have completed two years of college work and two-year students who have completed one year of college work may apply for loans. In order to be eligible for a loan, the applicant must have earned at least two times as many grade points as hours of credit. Application for loans must be on file with the secretary of the loan fund committee at the office of the Business Manager at least one month before the loan is to be needed.

The Seerley Foundation was organized by The General Alumni Association of the Iowa State Teachers College and incorporated under the laws of Iowa in 1928. Among other services, The Seerley Foundation has maintained a loan fund for students whose scholastic standing, college classification, and financial requirements are approved. Full information

covering the loans available from the Seerley Foundation can be obtained on application to the Bureau of Alumni Service, Gilchrist Hall.

## Scholarships

**The Elmer E. Bartlett Debate Award**—This award is granted to a student of sophomore or junior standing who plans to continue actively in debate. It is awarded for excellence and continued interest in debate and is available only to students who have earned a high scholastic average.

**The Brindley Debate Scholarship**—This award is made each year by the college to the winners of the Brindley debate tournament. It entitles the recipient to partial exemption from student fees for a period of four years, provided satisfactory scholarship is maintained.

**The C. A. Boehmler and Katherine S. Boehmler Memorial Scholarship**—A fund of approximately \$18,000 has been received by the college and the income from this amount is used for some needy student of Cedar Falls, Iowa, who is desirous of pursuing an education.

**The Alice O. Gordon Bequest**—The income from a fund of approximately \$2,300 is available for providing a scholarship to be given a deserving student in the primary department of this college. The student selected must be a major in kindergarten-primary education with a grade point average of not less than 3.00 for at least 45 quarter hours of college work on the campus. The award is available for only one year for any one student.

**The Furniss and Mary W. Lambert Scholarship Fund**—The income from a fund established by the children of Furniss and Mary W. Lambert as a memorial to their parents is available to a man and woman of the junior class who have shown the most all-around development during their college life. The income from this fund approximates \$20 for each recipient.

**The Bertha Martin Memorial Scholarships**—For the purpose of "perpetuating the ideals and artistic endeavor exemplified by the life and work of Bertha Martin," the Bertha Martin Memorial Foundation was created in 1930. The foundation makes available from the dramatic arts fund two scholarships in the amount of the student fees for one academic year.



These scholarships are awarded to junior students for use in the senior year.

**The Anna M. Nielsen Music Scholarship**—In accordance with the bequest of Miss Anna M. Nielsen, the income from a \$5,000 fund is "to be used for scholarships to the Iowa State Teachers College for students of said college of Danish extraction and residing in the city of Cedar Falls."

**The Phi Mu Alpha Sinfonia Scholastic Award**—The Beta Nu Chapter of Phi Mu Alpha Sinfonia Fraternity presents a certificate and an award of ten dollars to the active member of the chapter who during the previous three quarters attained the highest grade point average. The award is made at the spring commencement.

**The Sigma Alpha Iota Scholarship Award**—The Sigma Alpha Iota Music Fraternity awards at each spring commencement an honor certificate to the graduating senior who is an active member and "whose average is the highest, based on all work taken in college."

**The Theta Alpha Phi Alumni Award** is made annually to a sophomore, junior, or senior student who shows marked ability in the field of dramatics and a genuine interest in encouraging dramatic excellence. The customary award is ninety-six dollars.

**The Purple and Old Gold Awards**—For the purpose of stimulating scholarly attainment in the major fields of study, and of encouraging conspicuous achievement in certain other lines of student endeavor, the college each year makes available seventeen twenty-five dollar awards to graduating seniors. The recipient of the award in each field is chosen by a faculty committee and the presentations are made at the spring or summer commencement.

**Vocational Rehabilitation Scholarships**—The State Board for Vocational Education provides assistance to persons of employable age residing in Iowa who have disabilities preventing satisfactory employment without additional education. The college cooperates with the Rehabilitation Division in providing teacher-education for those who are potentially employable as teachers and who otherwise meet the standards for admission to and retention in the college.



## Student Organizations

At the Iowa State Teachers College extra-curricular activities are planned and fostered because of the significant contribution they can make to the education of the student. Faculty advisers help the individual student to plan a program of extra-curricular activities that will supplement the curricular program so that each student may have the maximum opportunities the college has to offer.

The Student League Board, an administrative group, is composed of the presidents of all housing units, the chairmen of the Social Life Committee, the Organizations Committee, the Concert-Assemblies Committee, the Faculty-Student Relations Committee, and the president who is elected from the student body at large. It carries on a program of work which gives students an opportunity to participate in the life of the college in such a way as to make it an experience in democratic living.

The Association of Women Students, an organization composed of all women students on the campus, is interested in promoting the intellectual and social growth of its members. Through the various housing units it carries on an extensive program designed to carry out its purposes. Each of these women's housing unit groups is represented on the executive board which serves as a unifying body and provides the machinery by which the association can carry out its objectives.

The Men's Union is an organization comprising all men regularly enrolled in college. Its primary purposes are to assist the students in a continuing adjustment to college responsibilities, and to emphasize the importance of social development in the preparation of prospective teachers. The attainment of these objectives is sought through coordinated group participation in the solution of problems common to the men students of this college.

**Interest Organizations.** Interest organizations are maintained in order to stimulate interest in various major lines of work and to acquaint students with new ideas in the different fields. The clubs are as follows: **Business Education**—Future Business Leaders of America; **Education**—(Elementary), Elementary Ki, Beta Alpha Epsilon; (Kindergarten-Primary), First Year Kindergarten-Primary Club, Second Year Kindergarten-Primary Club; Kappa Pi Beta Alpha; (Rural), Rural Teachers

Club; Future Teachers of America (open to all those who are interested in teaching as a profession); **English and Speech**—(Drama), College Players; (Speech), Discussion and Public Speaking Activities; **Foreign Languages**—Foreign Language Club; **Home Economics**—Ellen Richards Club; **Industrial Arts**—Industrial Arts Club; **Mathematics**—Mathematics Club; **Music**—College Symphony Orchestra, College Band, College Chorus, A Cappella Choir, and various ensemble groups; **Physical Education, Women**—Life Saving Corps, Orchesis, Physical Education Club, Women's Recreation Association; **Science**—Sigma Gamma Kappa; **General**—Campus 4-H, Humanist Club, Library Students Association, Students for Democratic Action, Tau Chi Eta; **Service**—Alpha Phi Omega.

**Religious Organizations.** The on-campus organization is the Student Christian Association which provides a program and a fellowship that is open to every student in the college. The adviser to this organization is the director of the Bureau of Religious Activities. In addition to the S.C.A. there are represented at the college the various church groups: Baptist—Baptist Student Center, Theta Epsilon; Catholic—Newman Club; Christian—Disciple Student Center; Congregational—Plymouth Club, Sigma Eta Chi; Lutheran—Lutheran Student Association, Gamma Delta; Methodist—Sigma Theta Epsilon, Wesley Foundation, Kappa Phi; Presbyterian—Presbyterian Fellowship, Phi Chi Delta, Sigma Theta Epsilon; Inter-varsity Christian Fellowship.

**Honor Organizations.** Superior achievement in various lines of educational work is recognized by membership in the following honor organizations: Alpha Phi Gamma (Journalism), Beta Beta Beta (Biology), Delta Sigma Rho (Debate), Epsilon Pi Tau (Industrial Arts), Gamma Theta Upsilon (Geography), Golden Ledger (Local honor group for first and second year business education students), "T" Club (Men's Physical Education), Iowa Teachers First (Local honor group open to those who achieve excellence as citizens of the college community), Junior Chimes (Junior Women), Kappa Delta Pi (Education), Kappa Mu Epsilon (Mathematics), Lambda Delta Lambda (Chemistry and Physics), Phi Mu Alpha Sinfonia and Sigma Alpha Iota (Music fraternities for men and women respectively), Pi Gamma Mu (Social Science), Pi Omega Pi (Business Education), Purple Arrow (Local scholastic honor group for first and second year women), Social Science Honors Society, Theta Alpha Phi (Drama), Theta Theta Epsilon



(Home Economics), Torch and Tassel (Local honor group for senior women).

**Social Organizations.** There are nine local sororities: Delta Delta Phi, Kappa Theta Psi, Nu Omicron Nu Sigma Phi, Phi Sigma Phi, Pi Phi Omega, Pi Tau Phi, Pi Theta Pi, Tau Sigma Delta, Theta Gamma Nu. These sororities all cooperate through the Intersorority Council.

There are four local fraternities: Alpha Chi Epsilon, Lambda Gamma Nu, Phi Sigma Epsilon, and Sigma Tau Gamma. The activities of the fraternities are coordinated through the Interfraternity Council.

**Student Publishing Association.** The Student Publishing Association is governed by the Board in Control of Student Publications consisting of five students and four members of the faculty. The College Eye, weekly newspaper, and the Old Gold, student annual, are edited by students under the supervision of the Director of the Bureau of Public Relations and the Board in Control of Student Publications. The Pen, a quarterly magazine sponsored by the Department of English and Speech, publishes significant literary and artistic productions of students.

## Placement Bureau

Graduates and former resident students of the college are assisted by the Placement Bureau in obtaining teaching positions. Superintendents and other school officials are supplied confidential information about qualified candidates. The information supplied relates to personality, scholarship, success in student teaching or in other teaching experience, character, and other matters.

Prospective graduates from the college are required to register with the Bureau within the first six weeks of the quarter of graduation or prior to this time. Former graduates as well as former students of the college who are teaching and who desire the services of the Bureau are requested to complete their registration with the Bureau before February 15. No fee is charged for registration with the Bureau.





The Commons



The Campanile



## Student Health Service

The service of a qualified doctor of medicine is available to all students between 8:00 a.m. and 5:00 p.m. each day, and 9:00 a.m. and 12:00 on Saturdays. Emergency medical care is available 24 hours daily. The college hospital is staffed with four registered nurses and is sufficiently equipped to take care of the usual illnesses. No charge is made for the first five days of hospitalization in any one quarter but a two dollar charge per day is made after this period. For the convenience of dormitory women, a nurse keeps scheduled office hours in the dormitories.

All students are given the Mantoux tuberculin skin test once a year, and chest X-rays are made of those who react. Students are tested for immunity to small pox and diphtheria and if found susceptible are immunized free of charge. A small charge is made for any other immunization which a student may wish to receive. No charge is made for blood Wasserman tests or for transcriptions of health records.

Any student with special physical handicaps or in need of a special diet, may consult the Health Service at any time with respect to such special arrangements as may be needed. The Health Service wishes to cooperate with the student's family physician at all times.

## College Policies

### Admission Requirements

Admission requirements are determined by joint action of the three state institutions for higher learning. The requirements have changed with the development of the state's system of public schools. The regulations are given here in full and prospective students are advised to read the **General Principles** carefully. The **Specific Requirements** are few and simple.

### General Principles

Graduation from an approved high school is the basic requirement for admission to the three state institutions of higher learning.

Students seeking admission to this college should have:

1. Completed a balanced program of studies designed to insure a well-rounded background of knowledge in basic fields;



2. Developed proficiency in the use of the English language in reading, writing, and speaking;
3. Acquired proficiency in basic mathematical skills;
4. Developed effective study skills and work habits;
5. Developed adequate intellectual, physical and social maturity;
6. Developed a sincere interest in further formal education.

While the satisfactory completion of secondary school studies MAY prepare one for study at the college level, IT DOES NOT GUARANTEE SUCCESS IN COLLEGE. NOT ALL STUDENTS WHO COMPLETE A HIGH SCHOOL PROGRAM ARE IN REALITY PREPARED FOR COLLEGE STUDY. Students who do not have the abilities, interests, and achievements listed above ARE LIKELY TO EXPERIENCE EXTREME DIFFICULTY IN COLLEGE STUDIES.

Because no specific pattern of high school subjects is essential to success in college, Teachers College does not require a stated amount of credit in English, Mathematics, or any other subject for college entrance. Nevertheless there are certain fields of study that provide the student with a good general background and the student who plans to enter college should consider the suggestions listed below in planning his high school program:

**1. English.** Since the ability to write clearly and to read with understanding and appreciation is essential, it is highly desirable that the student complete three or four units in English.

**2. Mathematics.** Not only as a tool to further learning but as a means of providing basic education, mathematics has much to offer. Two years of such study would be profitable. Students planning to specialize in the sciences should complete two and one-half or three units in mathematics in high school.

**3. Social Studies.** Social studies—such as history, civics, government, economics, sociology, and geography—are basic to the understanding and solution of contemporary problems in the community, in the nation, and in the world. From two to four units may well be devoted to this area by the prospective college student.

**4. The Sciences.** This field is rich in possibilities for understanding the modern world. Two units in science might well

be completed. For those who plan to emphasize science in college, three units would be helpful.

**5. Foreign Languages.** The prospective college student might well develop a basic reading or speaking knowledge of a modern foreign language. Some background in one of the classical languages would also be desirable.

**6. The Fine Arts.** This field offers opportunity for development in an important area of general education which can contribute much toward individual growth.

**7. Other Subjects.** None of the foregoing statements should be interpreted as meaning that other subjects—agriculture, commercial subjects, home economics, industrial arts, speech, etc.—should be avoided by the student who is planning to attend college. Such subjects, when properly studied, contribute materially to the educational growth of the individual and prepare him for continued study as well as for the more general activities of living.

It is recognized, further, that the background essential to satisfactory study at the college level may be acquired informally as well as through the usual and generally more satisfactory method of high school attendance. In addition, an occasional student with unusual ability will reach a stage of physical, mental, and social maturity such that his educational needs will be more readily cared for by the college even though he has not formally completed the requirements for high school graduation. It is essential, therefore, that any comprehensive college admission program provide means for the proper evaluation of the qualifications possessed by such persons, intellectual and otherwise. In such cases, competency to do college work should be considered to extend to the essential qualifications for college study listed on page 33. The specific entrance requirements outlined below follow the general principles which have been stated in this introductory section.

## Specific Requirements

### 1. Graduates of APPROVED IOWA HIGH SCHOOLS

Admission will be granted upon formal application and certification of graduation from an approved high school, such certification to include a complete official statement of the high school record.



## 2. Graduates of APPROVED HIGH SCHOOLS IN OTHER STATES \*

Admission will be granted as indicated under "1" above except that such students may be required to meet a higher standard.

## 3. Graduates of UNAPPROVED HIGH SCHOOLS

Admission will be granted upon demonstration of competence to do college work, if the student is otherwise acceptable. (See below.)

## 4. Applicants WHO ARE NOT HIGH SCHOOL GRADUATES

Admission will be granted upon demonstration of competence to do college work, **if the student is at least seventeen years of age** and is otherwise acceptable. In practice, except for those who are beyond the usual college age, only those students will be admitted who are recommended by the high school authorities as ready for college study physically, mentally, and socially.

## 5. Special Students

Mature students who do not wish to become candidates for a diploma or degree, and who do not meet the entrance requirements, may be admitted as special students to pursue such studies as are of interest to them and which they are competent to undertake. As a basis for admission, evidence of adequate educational accomplishment and approval of the Dean of the Faculty may be required.

## Demonstration of Competence

The applicant who is not a graduate of an approved high school and who wishes to demonstrate his competence to do college work, will be required to achieve a minimum level of performance on carefully prepared and standardized examinations. Methods used by the three institutions to determine general competence will be equivalent, and a student who has qualified for entrance to one school will be acceptable to the others. Evidence of specific competence may be required for entrance to special curricula in any of the three institutions. For informa-

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\* Write to the Registrar for certificate of high school credits form to be used by High School Principal in making report of credits. Iowa High School principals are furnished these forms by the state schools.



tion regarding the time and place of administration of the examinations, write to the Registrar.

## Enrollment and Registration

**Organization by Quarters**—The calendar year is divided into four quarters of approximately twelve weeks each. Any three of these quarters constitute an academic year.

**College Office Hours**—During June, July, and August the college administrative offices are open from 7:30 a.m. to 4:30 p.m. on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, and from 7:50 to 11:50 a.m. on Saturdays. During the other months the offices are open from 7:50 a.m. to 4:50 p.m. on Mondays to Fridays, inclusive, and from 7:50 to 11:50 a.m. on Saturdays. Students and their parents should not come to the campus on Saturday afternoons or on Sundays expecting to make arrangements for college entrance.

**Enrollment Days**—Dates of enrollment are given on page 11. A few of \$2 is charged for late enrollment. The opening days of the fall quarter are set aside for the orientation of students enrolling at this college for the first time. All such students, whether freshmen or upper classmen, should be present at 8:30 a.m. on Monday, September 17. Students who have previously been enrolled at this college will enroll and register on Thursday, September 20. On the first day of the winter quarter, the spring quarter, and the summer quarter all students enroll and register if they have not registered during the advance registration period.

**Physical Examinations**—Each student enrolling for the first time or after an absence from school for two or more consecutive quarters is required to have a physical examination by a college physician. This examination is made by appointment during the first quarter of enrollment at a time designated by the Health Director. Subsequent examinations are made as indicated by the student's health record or at the student's request. Health examination before graduation is recommended.

## Student Fees

All fees are assessed by the office of the Registrar and paid at the office of the Business Manager. Student fees (\$36.00 per quarter), dormitory room rent, board and music fees are

payable at the time of enrollment. The fee for late enrollment is \$2. The fee for persons enrolled as visitors is \$3 per week. Other fees are indicated below.

If a student withdraws from the college the student fee is refunded as follows: If the student has been in attendance 2 days or less, 100 per cent of the fee is refunded; 3 to 5 days, 90 per cent; 6 to 10 days, 80 per cent; 11 to 15 days, 70 per cent; 16 to 20 days, 60 per cent; 21 to 25 days, 50 per cent; 26 to 30 days, 40 per cent. If a student is in attendance six weeks or more there is no refund.

**Music Fees**—Students enrolled in the college and pupils attending the campus school pay a fee of \$10 per quarter for one thirty-minute lesson each week. Persons not enrolled in the college or the campus school pay a fee of \$15 per quarter for one thirty-minute lesson each week. Rent for auditorium organ or studio organ is \$3 a quarter. No rental charge is made for other practice studios or instruments. Practice pianos are available for music students.

**Miscellaneous Fees**—A fee of \$1 per credit hour is charged in any case in which a student is permitted to earn credit by examination.

A fee of \$1 is charged for transcript of a student's record except that one transcript is furnished without cost upon graduation from a curriculum.

**Locker Fees**—Corridor lockers are rented to students at 25 cents a quarter. Each student furnishes his own padlock.

**Medical Service and Hospital Fees**—Medical advice and treatment are provided students by the Health Director and his assistants without additional cost since a portion of the student fee is set aside for the purpose of defraying the expenses of this service. The Health Director or his assistant may be consulted in the offices of the Health Director at stated hours. In case of emergencies the services of the Health Director or of an assistant are available at other hours. Every case of illness should be reported promptly to the Dean of Men or the Dean of Women. If no physician is in charge of the case, the head nurse will visit the student and give advice.

The college maintains a hospital for the benefit of its students. No specific hospital charge is made to a student for the first five days in the hospital in any quarter. After five days the charge is \$2 a day. The fee for a private nurse is paid by



the patient. Any regularly authorized physician may be employed at the patient's expense.

**Change of Registration Fee**—A charge of \$1.00 is made for a change of registration unless such a change is requested by the appropriate college officials.

## Transfer Students

Students residing outside the state who have attended another college are not admitted to the Iowa State Teachers College unless their scholarship record is superior.

Students residing in Iowa who have maintained lower than average scholarship at another college are not admitted to the Iowa State Teachers College, except in special cases.

Students who have been suspended from another college for reasons other than scholarship are not admitted to the Iowa State Teachers College.

## Veterans

Veterans may be excused from the required activity courses in physical education upon filing a copy of discharge and separation papers with the Registrar.

College credit may be assigned for certain types of specialized training. A maximum of 12 quarter hours of credit for basic military training may be assigned but not in addition to credit for specialized training.

## Notice to Prospective Students

Make application for admission as early as possible. A card for requesting an application blank appears on page 3 of this bulletin.

Certificates of high-school credit should be sent to the Registrar several weeks before the time for enrollment. A certificate must be furnished from each high school attended unless the high school from which the student was graduated furnishes a complete listing of all high-school credits.

College credit earned at other approved colleges and at approved junior colleges is accepted and used in meeting the requirements for graduation so far as it can be used on the curriculum selected by the student.



Transcripts of college credit should be sent to the Registrar several weeks before the time for enrollment. An official transcript must be furnished from each college attended. **The application for admission, high-school credits, and transcripts of credit earned in other colleges must be in the office of the Registrar before an admission card can be issued.**

## Academic Program

The registration of every student is subject to the approval of his counselor.

The regular work of the students consists of 16 or 17 hours. A student may not register for less than 10 hours without special permission from the Dean of the Faculty.

A student who has a cumulative grade index of at least 2.5 may register for a maximum of 18 hours. A student who has a grade index of at least 3.0 may register for a maximum of 20 hours. No student may be enrolled for more than 20 hours. A student with a baccalaureate degree from a standard college may register for a maximum of 20 quarter hours.

Teachers in service may not register for more than 5 quarter hours of academic work during any quarter.

## Absences and the Making Up of Work

Work lost by late enrollment may not be made up for credit except with the consent of the Dean of the Faculty.

Work lost by change of registration after the first three days of classes in any quarter may not be made up for credit without the consent of the Dean of the Faculty unless the change was due to a notification of error in registration.

Students must be in attendance for the full quarter to receive any credit for the work.

Courses dropped more than four weeks after the opening of a quarter are indicated on the student's record by WF (withdrawn failing), or WP (withdrawn passing).

Work left incomplete at the end of a quarter will be reported as a Failure unless permission is obtained from the Dean of the Faculty to have it reported as Unfinished. If a course is reported as Unfinished, this does not prevent the student from registering for another course for which the unfinished course is prerequisite. Work reported as Unfinished may not be com-

pleted after the expiration of six months from the time at which the report was made. If the work reported as Unfinished is not made up within six months, it is automatically entered as a Failure on the student's record.

Students are expected to attend all classes for which they are scheduled unless prevented by illness or other valid reason. Lost work amounting to more than one-fifth of the course may not be made up for credit.

## Marks and Grade Points

The marks A, B, C, D, F (Failed), and U (Unfinished) are used in indicating quality of work. Courses dropped more than four weeks after the opening of a quarter are indicated WF (Withdrawn failing), or WP (Withdrawn passing).

Grade points are awarded as follows: For each hour of credit work marked A, 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point; F, 0 grade points.

Freshman students who maintain a grade-point average of less than 1.65 will be placed on probation. A student whose grade-point average is less than 1.33 at the end of the second quarter will be suspended. A student whose grade-point average is less than 1.65 at the end of the third quarter will be suspended. Suspensions may be for two quarters or for an indefinite period.

A student re-admitted after a period of suspension is automatically on probation and must show satisfactory progress or the suspension becomes permanent.

Transfer students who are admitted on probation must make a 2-point average for the period specified at the time of admission.

For purposes of classification, a student who has less than 48 quarter hours of credit is considered to be a freshman and one who has from 48 to 95 hours is classified as a sophomore. Until June 1, 1952, a student who has earned from 90 to 134 hours is classified as a junior; after that time one who has from 96 to 143 hours will be called a junior. Until June 1, 1953, an undergraduate with 135 hours or more is considered to be a senior; after that time, one who has 144 hours or more will be classified as a senior. The changes result from increased number of hours required for graduation as the new curriculum goes into effect.



The Professional Screening Committee assumes responsibility for students whose work is below average at the end of the Freshman year or who have been referred to the Committee by any member of the faculty. The Committee may place students on probation for scholarship or other reasons and is specifically instructed to consider the suitability of candidates for the teaching profession.

## Independent Study

Senior students of outstanding ability and achievement may be permitted to earn not more than ten quarter hours of credit by independent study.

This method of study follows the pattern of an investigation undertaken by a graduate student, although in miniature form. It involves independent thinking, the drawing of conclusions, the summarizing of evidence, or creative work. Whenever possible, the result of the investigation is summarized in a scholarly paper or report, prepared and documented in approved fashion.

Independent study should not involve work available through regular college courses; neither should it be confused with Individual Instruction, or the tutorial method. Individual Instruction is provided on rare occasions for instruction in a college course not currently being offered.

Application for Independent Study should be made to the head of the department in which the student is pursuing a major during the last quarter of the Junior year and not later than the middle of the first quarter of the student's Senior year. The student's program of Independent Study will be under the immediate supervision of one or more faculty members and under the general supervision of the Committee on Independent Study.

From time to time and especially during the summer quarter opportunities are offered for earning credit under the workshop plan.

## General Requirements

**Residence and Residence Credit**—Three-fourths of the credit required for the completion of any curriculum must be earned in residence work in the college. The last 15 quarter hours



of credit earned before graduation must be earned in residence in Cedar Falls.

For a degree a student must be in residence at this college for at least thirty-six weeks earning in such residence not less than 48 quarter hours of credit.

A minimum of 60 hours in courses numbered 400 or above is required for graduation.

For the completion of a two-year curriculum, a student must be in residence for at least twenty-four weeks earning in such residence not less than 32 quarter hours of college credit.

For details of the total requirements for each curriculum see pages 47 to 62 of this catalog.

A student on a degree curriculum is required to pursue work in Physical Education 01 each quarter in residence until six quarter hours of credit have been earned. Requirements for the two-year curriculum will be found on page 61. Release from part or all of this requirement may be granted by the Dean of the Faculty. A student who is teaching in a rural demonstration school or who is enrolled for marching band practice in the fall quarter may defer Physical Education 01 for that quarter.

A student may receive not to exceed one quarter hour of credit for Physical Education 01 in any quarter and not more than a total of six quarter hours of credit will apply towards meeting the requirements for graduation from any curriculum. Two or more courses in Physical Education 01 may be pursued during any one quarter but credit may be earned in only one such course. The registration card must indicate the course in which credit is desired. Credit in Physical Education 01 cannot be used to meet the elective requirements of a curriculum.

No course in Physical Education 01 may be repeated for credit more than once except with the specific approval of the head of the department having charge of the course. Three quarters of the required work in Physical Education 01 must consist of courses requiring three periods a week and should be completed during the freshman year. During one of the first four quarters enrolled, a man student who has not passed the swimming test must enroll for a course in swimming. Proficiency in swimming is a graduation requirement for all men students.

A temporary release from Physical Education 01 for a quarter or part of a quarter does not release the student from any part of the total requirement in Physical Education 01.

**Listing of Candidates for Graduation**—A student may be listed as a candidate for graduation at the end of a quarter if the completion of the work for which he is registered would meet all the requirements for graduation exclusive of grade points, and if the grade points to be earned do not exceed the number which could be earned for the hours for which he is registered.

**Scholarship Requirement for Graduation**—To be recommended for graduation a student must earn two times as many grade points as hours attempted in residence and by extension work at this institution. If part of the credits were earned at another college with an average scholarship mark which is below C, the scholastic average here must be sufficiently high to insure an average scholarship mark in all college work attempted of not less than C.

If a student has failed to be recommended for graduation because of his scholastic average, the deficiency may be removed only by work taken in residence.

**Note**—A student who expects to be graduated at the end of a quarter should make written application for graduation at the opening of the quarter. This application is filed in the office of the Registrar.

## Teachers Certificates

Every person employed in Iowa as an administrator, supervisor or teacher must hold an Iowa teachers certificate which is valid for the type of teaching position for which he is employed.

## Iowa State Certificates

All state certificates are issued by the State Board of Educational Examiners and the curricula of the Iowa State Teachers College are planned to meet the requirements as specified by that Board. The State Department of Public Instruction also makes certain requirements for the approval of schools and in so far as these requirements apply to the teacher they are provided for in the curricular requirements of the college. The North Central Association of Colleges and Secondary Schools makes additional requirements for member schools and these too are provided for in the curricular requirements of the college.



Each student who completes a four-year or a two-year curriculum at this college is eligible for a five-year state teachers certificate. These certificates are issued without examination and are renewable under conditions specified by the State Board of Educational Examiners. To receive a teachers certificate of any kind a person must be eighteen years of age.

## High School Teachers

A student who completes a degree curriculum with a major in a field other than elementary education is eligible for a Standard Secondary Certificate which is valid for teaching one or more subjects in a junior or senior high school or in seventh or eighth grades.

## Junior High School Teachers

Special preparation for teaching in the junior high schools is made possible through the major in junior high school education. Students who have graduated from a two-year curriculum may complete this major in six quarters. They are thus qualified for both the Advanced Elementary Certificate and the Standard Secondary Certificate.

## Rural and Grade School Teachers

A student who completes a degree curriculum with a major in the field of elementary education is eligible for an Advanced Elementary Certificate which qualifies the holder to teach in any elementary school of the state. This certificate may be validated for work in the ninth grade of a junior high school.

A student who completes a two-year curriculum is eligible for a Standard Elementary Certificate which qualifies the holder to teach in most elementary schools in Iowa.

## Special Teachers

Students completing a degree curriculum with a major in art, library science, speech correction, industrial arts, music or physical education may also be qualified for a Special State Certificate in the student's chosen field. This certificate entitles one to teach the special subject in both grades and high school.



## Principals and Supervisors

Information concerning the requirements for these certificates may be secured at the Office of the Registrar at Cedar Falls, or from the Board of Educational Examiners, Des Moines, Iowa.

## Other Special State Certificates

There are numerous other special state certificates. Information concerning these certificates may be secured at the Office of the Registrar.

## Limited Elementary Certificate

Until August 31, 1952 a graduate of a four-year approved high school is eligible for a Limited Elementary Certificate upon completion of at least  $67\frac{1}{2}$  quarter hours from courses required for the Standard Elementary Certificate. Fifteen (15) quarter hours of this work must be in the field of elementary education including 5 hours in elementary school methods; at least 3 quarter hours must be earned in American Government; and at least 39 quarter hours must be completed in other academic subjects. The remaining  $10\frac{1}{2}$  quarter hours may be in either academic or professional subjects or distributed between both fields.

The Limited Elementary Certificate is valid for a period of three years and may be renewed once upon conditions established by the State Board of Educational Examiners. It will not be issued after August 31, 1952, except by renewal.

A county superintendent may refuse to register a Limited Elementary Certificate whenever there is a sufficient number of holders of other certificates to supply the elementary schools of the county.

## Certificates in Other States

Graduates of degree curricula are qualified to receive appropriate certificates in other states if they have made careful use of their elective privileges. It is wise to communicate with the Department of Public Instruction of the state under consideration in order to secure the exact current requirements. The student's program can thus be made to fit the individual state's requirements. The two-year diploma will qualify a student for a certificate in some states.

# Curricula

As stated in the objectives, the primary purpose of the Iowa State Teachers College is to prepare its students adequately for teaching. Such adequate preparation entails the development of the student in the areas of general education, professional education, education in an area of specialization, and character education. Although the importance of extra-curricular activities is recognized, the curriculum is the main device by which the college seeks to attain its chief objective.

Through its program of general education, the college seeks to develop competent citizenship. This includes the development of an understanding of present day problems, of the cultural heritage, and of one's physical environment. It includes also the development of the ability to understand the ideas of others and to express one's self effectively; to enjoy literature, art, music and other cultural activities; and to maintain and improve one's health. The purpose of general education in the curriculum is to help the student to understand himself, the society in which he lives, and the natural world so that he may live and more fully participate as a citizen in a democracy.

Through the work in professional education, the Iowa State Teachers College seeks to enhance the student's interest in teaching, to build a spirit of professional loyalty and the desire for continuous professional growth, and to develop the skills and techniques and understandings necessary for good teaching. The student's choice of an area in which to concentrate also receives a great deal of attention so that the future teacher will have an adequate fund of information and skill in that area and its closely related fields.

Because training of the intellect and knowledge is not enough, the college seeks to develop those moral, ethical, and spiritual qualities that are so necessary for a happy and successful life. Hence, this college is interested in the development of such attributes as integrity, self-discipline, a sense of responsibility both to one's self and to society, faith in man and in the future, an appreciation of the value of teamwork, tolerance, and gratefulness for divine beneficence. The college seeks not only to develop these attributes in its students but to imbue them with both the desire and the skill for instilling these virtues in others.



The Iowa State Teachers College offers the Four-Year Degree Curricula and the Two-Year Diploma Curriculum:

**I—Four-Year Degree Curricula.** These lead to the Bachelor of Arts degree, the minimum requirement for which is 196 quarter hours of credit. On the degree curricula, students are prepared for the following areas:

- 1—Secondary teachers of agriculture, art, business education, earth science, English, foreign languages, home economics, industrial arts, mathematics, music, physical education, science, social science, speech; and school librarians.
- 2—Special teachers of agriculture, art, industrial arts, music, physical education, speech correction; and school librarians.
- 3—Elementary teachers for nursery school, kindergarten, primary, intermediate, and upper grades; and school librarians.
- 4—Junior high school education in all usual areas of instruction.
- 5—Elementary school supervisors.
- 6—Principals of high schools and of elementary schools.

**II—Two-year Diploma Curriculum.** This leads to the Standard Elementary Certificate, the minimum requirement for which is 98 quarter hours of credit. On this curriculum, students may begin their preparation to teach in rural schools, in the kindergarten-primary grades, or in grades above the primary.



## Four-Year Degree Curricula

Students enrolling in the Four-Year Degree Curricula will choose one of the following patterns, not later than the beginning of the sophomore year.

### I—Preparation for teaching in the **secondary school** or in **special subjects**.

	Quarter Hours
General education .....	64
Common professional sequence .....	33
Physical education 01 .....	6
Major, Minor, Electives .....	93
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### II—Preparation for teaching in the **junior high school** (grades 7, 8, and 9).

	Quarter Hours
General education .....	64
Common professional sequence .....	33
Physical education 01 .....	6
Additional specified requirements .....	48
Subject-matter field .....	20
Electives .....	25
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### III—Preparation for teaching in the **upper grades of the elementary school** (grades 4, 5, 6).

	Quarter Hours
General education .....	64
Common professional sequence .....	33
Physical education 01 .....	3
Additional specified requirements .....	59
Subject-matter field .....	20
Electives .....	17
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**IV—Preparation for teaching in the lower grades of the elementary school (Kindergarten, and grades 1, 2 and 3).**

	Quarter Hours
General education .....	64
Common professional sequence .....	33
Physical education 01 .....	3
Additional specified requirements .....	54
Subject-matter field .....	20
Electives .....	22
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	196

**V—Preparation for elementary school supervisor**

	Quarter Hours
General education .....	64
Common professional sequence .....	33
Physical education 01 .....	3
Additional specified requirements for either the upper or lower grade major .....	54-59
Specialized professional education .....	28
Electives .....	9-14
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The requirements for graduation from the Four-Year Degree Curricula include in addition to the completion of one of the five patterns outlined above the following: (1) At least 45 hours of credit earned in the junior and senior years in courses at this college, (2) At least 30 hours of credit earned in the junior and senior years in residence at this college, (3) At least 60 hours of credit earned in courses numbered 400 and above, (4) At least 20 hours of the work of a major in courses numbered 300 and above and at least 10 hours in courses numbered 400 and above, (5) The work in Physical Education 01 for women students must include Activities for Social Recreation except that a student whose major is art or speech or music may take Fundamentals of Rhythmic Education instead of Activities for Social Recreation, (6) The demonstration of competence in typing and the use of duplicating machines. Students who cannot demonstrate this competency will complete a one hour course in Personal Use Typewriting or its equivalent.

A student whose major is in the field of elementary education and who has completed a two-year curriculum will be held



for additional work in student teaching unless released from this requirement by the Head of the Department of Teaching. If the major is in a field other than elementary education, the student must earn credit in Teaching 408. A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken. At least 8 quarter hours of credit in student teaching must be taken at the Iowa State Teachers College.

To receive a second baccalaureate degree a student must meet all the requirements for the second degree including at least 36 weeks of residence after receiving the first degree and not less than 45 hours of credit in addition to that required for the first baccalaureate degree.

Completion of any one of the Four-Year Degree Curricula leads to the Bachelor of Arts degree. Students completing the requirements for teaching in the secondary school are qualified to receive an Iowa Standard Secondary Certificate. Students whose majors are in art, industrial arts, music, speech correction, library science, or physical education may also qualify for a Special Certificate in their field. Students completing the requirements in junior high school education are qualified to receive the Iowa Standard Secondary Certificate and an Iowa Advanced Elementary Certificate. Students completing the requirements for teaching in either the upper or lower grades of the elementary school are qualified to receive an Iowa Advanced Elementary Certificate. The students who complete the requirements of the elementary school supervisor's curriculum are qualified to receive the Advanced Elementary Certificate. If the students who have completed the elementary supervisor's curriculum have had two years of successful teaching experience, they are qualified to receive the Elementary Principal's Certificate; those with four years of successful teaching experience are qualified to receive the Rural Supervisor's Certificate.

Students wishing to qualify for an Iowa Secondary Principal's Certificate should meet all the requirements for teaching in the secondary school and in addition should earn credit in Education 475—School Administration, and in Education 472—Secondary School Supervision. The teaching principalship requires a minimum of two years successful experience while the supervising principalship requires a minimum of four years successful experience.



Students who wish to qualify for the Iowa Elementary Principal's Certificate should include Education 475—School Administration as an elective if they are majoring in junior high school education, or in the upper or lower grades of the elementary school.

All students who have earned credit at Iowa State Teachers College prior to June 1951 may ascertain from the Office of the Registrar or from their advisers what their individual requirements on this new curriculum will be.

## The General Education Requirements

	Quarter Hours	
Communications		12
English 1. English I	4	
English 100. English II	4	
Speech 20. Fundamentals of Speech	4	
Students who demonstrate high level proficiency on the English placement tests will be released from English I and begin with English II. These students will then take		
English 114. Mass Media Communications	4	
Mathematics		4
Mathematics 114. Mathematics for General Education	4	
Science		15
Science 116. The Physical Sciences	5	
Science 117. The Biological Sciences	4	
Science 118. Human Biology	3	
Science 119. World Resources	3	
Social Science		12
Social Science 116. Basic Forces and Economic Problems	5	
Social Science 117. Governmental Problems	4	
Social Science 118. Problems of Society	3	
Humanities		21
Humanities 111. Ancient Times to the Renaissance	4	
Humanities 112. The Renaissance through the French Revolution	4	

Humanities 113. The Nineteenth and Twentieth Centuries	4	
Art 101. Man and Materials	3	
Music 130. Exploring Music	3	
Either Philosophy 406. Introduction to Philosophy or	3	
Religious Literature 426, The Heritage of the Bible	3	
General Education total		64

## The Common Professional Sequence

Education 105. Exploring the Teaching Profession	3	
Education 211. Fundamentals of Teaching I	5	
Education 212. Fundamentals of Teaching II	5	
Education 213. Fundamentals of Teaching III	5	
*Teaching 4—Student Teaching	12	
Education 503. Problems of Teachers	3	
*Course number in Teaching denotes area in which experience is gained: 402, 404, 406, 407, 408, 410		33

## Majors and Minors

Each student preparing to teach in the secondary school or in a special subject will choose, not later than the beginning of the sophomore year, one major and at least one minor, or two majors. If the student has a single major, two or more minors are recommended in order that the student may be prepared for teaching in several fields. The majors and minors will be chosen from the fields listed below. The specific requirements of each will be found at the beginning of the appropriate department's section in the chapter entitled **Courses of Instruction** beginning on page 63.

### Majors

Agriculture	Library Science
Art	Mathematics
Business Education	Music
Earth Science	Physical Education (Men)
English	Physical Education (Women)
French	Science
Home Economics	Social Science
Industrial Arts	Spanish
Latin	Speech

**Minors**

Agriculture	Industrial Arts
Art	Latin
Biological Sciences	Library Science
Business Education	Mathematics
Chemistry	Music
Earth Science	Physical Education (Men)
Economics and Sociology	Physical Education (Women)
English	Physics
French	Safety Education
German	School Journalism
Government	Spanish
History	Speech
Home Economics	

**Major in Junior High School Education**

In addition to the work in general education, the common professional sequence, and physical education, the student who chooses a major in junior high school education completes the following:

**I—Additional Requirements**

Education 136. Reading and Language Arts I.....	5
Education 438. Remedial Reading.....	5
Education 468. The Junior High School.....	5
English 110. English III.....	5
Speech 482. Speech Problems of Children.....	2
Mathematics 408. Teaching of Elementary	
School Arithmetic .....	5
Science 418. Physical Science for Elementary	
Grades II .....	3
Science 415. Biological Science for Ele-	
mentary Grades II.....	3
Earth Science 366. Geography of North America	
or elective in geography.....	5
History 14. American History to 1865.....	5
History 304. American History since 1865.....	5

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**II—A Subject-Matter Field**

The list of subject-matter fields is given on page 58. Care should be exercised to choose material common to the junior



high school. The special methods course in the field chosen must be included as a part of the subject-matter field.

## Major in the Upper Grades of the Elementary School

(Grades 4, 5, 6)

In addition to the work in general education, the common professional sequence, and physical education, students who choose a major in this area complete the following.

### I—Additional Requirements

Education 136. Reading and Language Arts I .....	5
Education 30. Children's Literature .....	3
Education 332. Teaching the Elementary Curriculum I .....	4
Education 439. Teaching the Elementary Curriculum II .....	4
Education 436. Reading and Language Arts II .....	3
Elective in Education or Psychology .....	5
Art 110. Art Essentials .....	3
Art 122. Arts for Elementary Grades.....	2
Speech 482. Speech Problems of Children.....	2
Mathematics 408. Teaching of Elementary School Arithmetic .....	5
Music 10. Elements of Music .....	2
Music 12. Music for Elementary Grades.....	2
Science 418. Physical Science for Elementary Grades II .....	3
Science 415. Biological Science for Elementary Grades II .....	3
Earth Science 366. Geography of North America or elective in geography.....	5
History 11. Social and Economic History of the United States .....	5
Physical Education 113. Physical Education for Elementary Grades .....	3

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### II—A Subject-Matter Field

This will be chosen from the list on page 58.

## Major in the Lower Grades of the Elementary School

In addition to the work in general education, the common professional sequence, and physical education, students who choose a major in this area will complete the following:

### I—Additional Requirements

Education 136. Reading and Language Arts I	5
Education 30. Children's Literature.....	3
Education 363. Teaching the Kindergarten- Primary Curriculum I .....	4
Education 464. Teaching the Kindergarten- Primary Curriculum II .....	4
Education 436. Reading and Language Arts II .....	3
Education 442. Literature for Kindergarten- Primary Children .....	5
Education 310. Early Childhood Education.....	3
Art 110. Art Essentials .....	3
Art 122. Art for Elementary Grades.....	2
Speech 482. Speech Problems of Children.....	2
Mathematics 322. Teaching of Kindergarten- Primary Grade Arithmetic .....	2
Music 10. Elements of Music .....	2
Music 12. Music for Elementary Grades.....	2
Science 418. Physical Science for Elemen- tary Grades II .....	3
Science 415. Biological Science for Elementary Grades II .....	3
History 11. Social and Economic History of the United States .....	5
Physical Education 113. Physical Education for Elementary Grades .....	3

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### II—A Subject-Matter Field

This will be chosen from the list on page 58.

## Major in Elementary School Supervision

In addition to the work in general education, the common professional sequence, and physical education, the student who chooses a major in elementary school supervision will complete the following:

- I—All of the “Additional Requirements” for a major in either the upper or lower grades of the elementary school.
- II—Education 470. Elementary School Supervision I ..... 5
  - Education 475. School Administration..... 5
  - Education 480. Audio-Visual Education..... 3
  - Education 438. Remedial Reading ..... 5
- III—At least 10 hours from the following:
  - Psychology 420. Social Psychology ..... 5
  - Psychology 412. Mental Hygiene..... 2
  - Education 425. Statistical Methods in Education ..... 2
  - Education 444. The Exceptional Child..... 3
  - Education 455. Educational Tests for the Elementary School ..... 2
  - Education 458. Mental Tests ..... 3
  - Education 474. Materials of Instruction..... 5
  - Education 513. Elementary School Supervision II ..... 3
  - Speech 485. Speech Correction..... 5
  - (If Speech 485 is elected, Speech 482—Speech Problems of Children—a requirement on the major in upper and lower grade elementary education — may be omitted.)
  - Mathematics 485. Clinical Practice in Arithmetic ..... 5

## Subject-Matter Fields

Students choosing majors in junior high school education, the upper grades of the elementary school, or the lower grades of the elementary school complete a subject-matter field in one of the following areas. A subject-matter field consists of at



least 20 hours work in the designated field. All courses in the appropriate department may (except those used to meet requirements in general education or other special curricular requirements) be used to meet these requirements, except in starred (\*) fields where special patterns have been set up.

Art and Industrial Arts	Biological and Physical Science
English	Earth Science
Speech	Social Science
Home Economics	Nursery School*
Library Science	Special Education*
Mathematics	Guidance*
Music	Community Leadership*
Physical Education and Health	Recreation*

The subject-matter field entitled Nursery School consists of the following courses: Education 450—Parent Education—5 hours, Education 482—History of Primary Education—3 hours, an advanced course in psychology—5 hours, and 7 additional hours of electives in work applicable to this area.

The special education subject-matter field has four subdivisions, each leading to a special state certificate. These fields are longer than most subject-matter fields in order to meet specific certification requirements. The certificates will be good only at the elementary level. If it is desired to make them good at all levels, an additional 15 quarter hours in secondary school professional education will be necessary. All students selecting this area as their subject-matter field will take:

Education 438. Remedial Reading .....	5
Education 444. The Exceptional Child.....	3
Education 455. Educational Tests for the Elementary School .....	2
Education 456. Achievement Testing .....	1
Education 458. Mental Tests .....	3
Education 459. Mental Testing .....	1
Psychology 408. Personality Growth of Children .....	3
Psychology 412. Mental Hygiene.....	2

In addition, the students choosing special education as their subject-matter field will select one of the four following areas

of emphasis in special education and complete the requirements in that particular area:

- (a)—Emphasis on Education Retardation. Required:  
 Mathematics 485. Clinical Practice in Arithmetic 5  
 Speech 485. Speech Correction ..... 5  
 (May omit Speech 482—required on junior high  
 school, upper, and lower grade curricula)
- (b)—Emphasis on Mental Retardation. Required:  
 Mathematics 485. Clinical Practice in Arithmetic 5  
 Speech 485. Speech Correction ..... 5  
 (May omit Speech 482—required on junior high  
 school, upper, and lower grade curricula)  
 Education 505. The Retarded Child..... 3
- (c)—Emphasis on the Physically Handicapped. Required:  
 Education 509. The Physically Handicapped..... 3
- (d)—Emphasis on the Gifted Child. Required:  
 Education 507. The Gifted Child..... 3

Information regarding the nature of the work required for the subject-matter fields in Guidance, Community Leadership, and Recreation may be obtained from the student's counselor.

## Curriculum Adjustments for Transfer Students

- I—A student transferring two or more full years of college work, and who is a candidate for a Bachelor's degree is assumed to have completed a program satisfying all of the requirements of the first two years at Iowa State Teachers College except Fundamentals of Teaching I, II, III. If the student has not taken a course in American Government in an Iowa college he must take one at this college. It should be understood that piecemeal work in many different institutions does not meet these requirements.
- II—In determining the requirements for graduation, students transferring credit for two or more years of college work to a Bachelor of Arts curriculum, are required to have:
  - 1—196 quarter hours of work less the number of hours accepted by transfer.

- 2—All courses in education, psychology and teaching, except Education 105.
  - 3—All general education courses numbered 400 and above.
  - 4—All work of the major and minors, excluding such specific requirements as may have been met by accepted transfer courses, and including specific courses of the first two years or prerequisites for advanced courses where no acceptable transfer courses are presented.
  - 5—If courses equivalent to one or more of the three Fundamentals of Teaching courses can be determined, these may be accepted in lieu of like courses at this college. However, in all cases, the transfer student is required to take Education 213 (as a prerequisite to Student Teaching) on this campus.
  - 6—The same plan is followed in accepting credit for students who completed a Two-year Elementary Curriculum before transfer, except that they are not held for the professional courses of the first two years, if this requirement has reasonably been met.
  - 7—Transfer students are required to take the speech check and if they cannot pass this test, they are required to take Speech 20.
  - 8—Proficiency in swimming is required of all men students.
  - 9—Transfer students who do not meet certain standards on the English placement tests are held for certain work in the communications area.
- III—Students transferring 90 or more quarter hours, taken piecemeal in many institutions, may be held to all or part of the specific requirements of the first two years.
- IV—Students transferring less than two full years of college work (less than 90 quarter hours) are held for all specific course requirements of the first two years not met by transfer credit.



## Two-Year Curriculum

Students completing the two-year curriculum are qualified to receive an Iowa Standard Elementary Certificate.

### GENERAL REQUIREMENTS

A minimum of 98 hours of college work is required for the completion of the two-year curriculum.

The student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken. Not less than 10 quarter hours of credit in Teaching must be completed at this College. Not more than 15 hours of credit in Teaching may be used toward graduation.

In the schedule of classes, several of the courses required on this curriculum are listed with sections labeled "X", "Y", or "Z". Those labeled "X" are designed particularly for students interested in rural education; those labeled "Y" are designed primarily for those particularly interested in the lower grades; and those labeled "Z" are intended primarily for those who are chiefly interested in the upper grades.

During the first year, students are required to take a three-day-a-week activity course in physical education during each quarter.

The following courses are required of all students pursuing the two-year curriculum:

	Quarter Hours
<b>Art 110: Art Essentials</b> .....	<b>3</b>
<b>Art 122: Arts for Elementary Grades</b> .....	<b>2</b>
<b>Psychology 15: Child Development</b> .....	<b>5</b>
<b>Education 10: School and Community</b> .....	<b>3</b>
<b>Education 30: Children's Literature</b> .....	<b>3</b>
<b>Education 136: Reading and the Language Arts I</b> .....	<b>5</b>
<b>Education 133: The Experience Curriculum</b> .....	<b>3</b>
<b>English 1: English I</b> .....	<b>4</b>
<b>English 100: English II</b> .....	<b>4</b>
<b>Speech 21: Speech for Elementary Teachers</b> .....	<b>3</b>
<b>Music 10: Elements of Music</b> .....	<b>2</b>
<b>Music 12: Music for Elementary Grades</b> .....	<b>2</b>
<b>Science 18: Physical Science for Elementary Grades I</b> .....	<b>3</b>
<b>Biology 10: Biological Science for Elementary Grades I</b> .....	<b>5</b>
<b>Biology 12: Nutrition and Health</b> .....	<b>3</b>

<b>History 11: Social and Economic History of the U. S.....</b>	<b>5</b>
<b>Government 133: American Government.....</b>	<b>3</b>
<b>Sociology 165: Rural Sociology or</b>	
<b>Sociology 167: Contemporary Social and Economic</b>	
Problems .....	3
<b>Physical Education 113: Physical Education for Ele-</b>	
mentary Grades .....	3
<b>Physical Education 01 .....</b>	<b>3</b>

In addition to the above, students interested in teaching in rural schools will take Earth Science 162; ten hours from Teaching 5, or 305; Mathematics 11 (3 hours); and electives to make a total of at least 98 hours.

Those interested in the lower grades will take Mathematics 11 (2 hours); Earth Science 163; ten hours from Teaching 304; and electives to make a total of at least 98 hours.

Those interested in the upper grades will take mathematics 11 (3 hours); Earth Science 162; ten hours from Teaching 306; and electives to make a total of 98 hours.

# Courses of Instruction

## Explanation of Course Numbers

Courses with 0 prefixed, open to students in any year of residence.

Courses 1- 9, open to freshmen only.

Courses 10- 99, open to freshmen and sophomores.

Courses 100-199, open to freshmen, sophomores, and juniors.

Courses 200-299, open to sophomores and juniors.

Courses 300-399, open to sophomores, juniors, and seniors.

Courses 400-499, open to juniors and seniors.

Courses 500-599, open to seniors only.

All first-year students are designated as freshmen; students who have completed 45 and less than 90 hours as sophomores; 90 and less than 135 hours, as juniors; and 135 hours or more, as seniors.

## Art

Harry G. Guillaume, M.A., Assistant Professor of Art and Head of the Department

Corley Conlon, M.A., Associate Professor of Art

Marjorie D. Campbell, M.A., Assistant Professor of Art

Joseph A. Bolinsky, M.A.F.A., Instructor in Art

Glenn R. Bradshaw, M.F.A., Instructor in Art

Jack Burgner, M.A., Instructor in Art

Doris Dickason, M.F.A., Instructor in Art

Clifford H. Herrold, M.A., Instructor in Art

Lothar D. Krueger, M.S., Instructor in Art

Rachel Lachenbruch, M.A., Instructor in Art

Thomas J. Larkin, M.A.E., Instructor in Art

Robert von Neumann, M.S., Instructor in Art

A major in art includes not less than 47 hours of art. The courses will be selected with reference to the needs and interests of the student as determined in conference with the student's adviser. A well-rounded experience in art would include the following courses: 101, 104, 108, 117, 125, 305, 307, 330, 381, 490, and 530. It is recommended that student teaching in art be completed at least one quarter prior to graduation.

A minor consists of at least 23 hours of art. It should include 101, 104, 108, 117, 125, 490 and one of the following: 305, 307, 340, 361, or 415.



**101. Man and Materials—3 hours.** Designed for general education in the field of art. Experimentation with materials to foster an understanding of the interaction between man and such materials as paint, ink, chalk, wood, stone, and metal. Emphasis upon contemporary art forms. Six periods a week.

**102. Fundamentals of Design—3 hours.** The principles of design as they interact in two and three dimensional form. Six periods a week.

**104. Basic Art—5 hours.** Beginning course in drawing, emphasizing composition and the development of techniques in a variety of media. Ten periods a week.

**108. Figure Drawing—3 hours.** Study of the human figure for its graphic interpretation. Six periods a week.

**110. Art Essentials—3 hours.** Individual and group expression in a variety of media. Art problems involved in teaching. Six periods a week.

**117. Ceramics I—3 hours.** Introduction to the creative use of clays and glazes for pottery and ceramic sculpture. Six periods a week.

**122. Arts for Elementary Grades.—2 hours.** Experience in the use of tools and materials for an integrated arts program. It is recommended that Art 104 or 110 precede this course. Four periods a week.

**125. Design and Materials I—5 hours.** An understanding of design as determined by the use of materials such as leather, wood, metals, and fabrics. Ten periods a week.

**301. Crafts for Recreation—3 hours.** Development of techniques in various crafts and their application to club, camp, and leisure time activities. Six periods a week.

**305. Water Color Painting—3 hours.** Experience in transparent and opaque water color painting. Six periods a week.

**307. Oil Painting—3 hours.** Experience in various techniques of oil painting. It is recommended Art 104 or 110 precede this course. Six periods a week.

**309. Art and the Child—2 hours.** Evaluation of the art of children at the elementary level. Continued manipulation of materials. It is recommended that Art 110 precede this course. Four periods a week.

**317. Ceramics II—3 hours.** Continued use of clays and glazes with an emphasis on pottery or ceramic sculpture. It is



Seerley Hall for Men





Industrial Arts Class



recommended that Art 117 precede this course. Six periods a week.

**319. Sculpture**—3 hours. Individual expression in various three dimensional materials; wood, metal, stone, plaster, plastics, and wire. Six periods a week.

**325. Design and Materials II**—2 hours. Continued experimentation in the use of materials. It is recommended that Art 125 precede this course. Four periods a week.

**330. Exhibition Techniques**—3 hours. Application of various techniques in poster design, advertising lay-out, and display methods. Six periods a week.

**340. Art Metal Work**—3 hours. Design and execution of functional and decorative objects with precious and semi-precious metals. Six periods a week.

**361. Print Making**—2 hours. Basic techniques in relief, intaglio, and monoplane printing with linoleum, wood, and metal. Four periods a week.

**366. Serigraphy**—2 hours. Various methods of silk screen printing. Four periods a week.

**381. History of Art**—5 hours. Cultural development of man as expressed through his art.

**403. Contemporary Arts**—3 hours. Understanding and appreciation of significant concepts of the arts of today.

**412. Advanced Painting**—5 hours. Continuation of compositional analysis and various painting techniques. It is recommended that Art 305 or 307 precede this course. Ten periods a week.

**415. Weaving**—3 hours. The complete weaving process from design to the finished fabric emphasizing color, texture, and mass. Six periods a week.

**417. Ceramics III**—5 hours. Analysis of individual creative problems based upon an understanding of design, construction, and manipulation of clays and glazes. It is recommended that Art 317 precede this course. Ten periods a week.

**419. Advanced Sculpture**—5 hours. Advanced work with sculptural materials leading toward a personalized realization of form. It is recommended that Art 319 precede this course. Ten periods a week.

**450. Interior Design**—2 hours. The study and application of two and three dimensional designs for interiors. Four periods a week.

**461. Puppetry**—3 hours. Construction, manipulation, and staging of various types of puppets and marionettes. Six periods a week.

**463. Jewelry**—3 hours. Design and execution of jewelry with precious and semi-precious metals and stones; enameling, casting, and lapidary. Six periods a week.

**465. Lithography**—3 hours. The lithographic process from composition through the finished print. It is recommended that Art 104 or 110 precede this course. Six periods a week.

**467. Etching**—2 hours. The etching process from composition through the finished print. It is recommended that Art 104 or 110 precede this course. Four periods a week.

**477. Advanced Technical Problems**—2 to 5 hours. Advanced individual problems or projects in graphic, plastic, or structural arts. Prerequisite: Approval of the Head of the Department of Art and of the instructor.

**490. The Teaching of Art**—2 hours. Credit also as a course in education for a student whose major is art. Prerequisite: Education 213, 460, or 468. This course should accompany student teaching.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

**530. Art Seminar**—3 hours. Evaluation of experience in student teaching in terms of the objectives, methods, and content of Art Education. Prerequisite: student teaching.

**534. The Supervision of Art**—4 hours. Analysis of teaching problems as revealed by observation and active participation in supervision. Investigation of the total school program of art education in certain public schools in Iowa. Prerequisite: student teaching and Art 530. Six periods a week.

## Business Education

L. V. Douglas, Ph.D., Professor of Business Education and Head of the Department

R. O. Skar, Ph.D., Professor of Business Education

James T. Blanford, M.S., Assistant Professor of Business Education

Myrtle E. Gaffin, M.A., Assistant Professor of Business Education

Leonard J. Keefe, M.A., Assistant Professor of Business Education

E. L. Marietta, Ph.D., Assistant Professor of Business Education

Peter G. Haines, M.A., Instructor in Business Education

Mrs. Katherine Humphrey, M.A., Instructor in Business Education

Leona Belle Meece, M.S., Instructor in Business Education

Roland E. Wick, Ph.D., Instructor in Business Education

A major in business education consists of at least 51 hours in business education including Business Education 40, 354, 355, 356, 360, 361, 362, 456; 495, or 496; and typewriting through Business Education 400. In addition the student must complete a specialized sequence approved by the Head of the Department. Recommended sequences are:

- a. Accounting: Business Education 146, 406, or 408, 481, 482, 483.
- b. Distributive education and retailing; Business Education 369, 371, 423, 453, 454, 468, 472, 474, 476.
- c. Secretarial: Business Education 146, 358, 359, 425; and either 50, 51 and 150, or, 55, 56, and 157.

It is recommended that a student whose major is business education choose a minor in economics and sociology. Economics 354 and 454 are especially recommended.

A minor in business education consists of at least 23 hours in business education which must include Business Education 495 or 496 and the proper prerequisites.

**40. Introduction to Business**—3 hours. Develops an understanding of the interrelationships and functions of all phases of the business world.

**\*50. Beginning Gregg Shorthand**—3 hours. Principles of the Gregg system. No credit for a student with previous training in Gregg shorthand. Business Education 150 must be completed before credit for this course may be used in meeting the requirements for graduation. Business Education 154 or equivalent preparation must precede or accompany this course. Daily.

**\*51. Intermediate Gregg Shorthand**—3 hours. No credit for students who have completed one year of Gregg shorthand in high school or equivalent. Business Education 150 must be completed before credit for this course may be used in meeting the requirements for graduation. Prerequisite: Business Edu-

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\*Because these courses were formerly offered for five hours of credit, the student should be sure to consult with the Head of the Department concerning the proper course to take.



cation 50 or equivalent. Business Education 155 must precede or accompany this course. Daily.

**\*55. Beginning Thomas Shorthand**—3 hours. Principles of the Thomas system. This course is not open to a student who has had previous work in Thomas shorthand. Business Education 157 must be completed before credit for this course may be used in meeting the requirements for graduation. Business Education 154 or equivalent preparation must precede or accompany this course. Daily.

**\*56. Intermediate Thomas Shorthand**—3 hours. No credit for a student who has completed one year of Thomas shorthand in high school or its equivalent. Business Education 157 must be completed before credit for this course may be used in meeting requirements for graduation. Prerequisite: Business Education 55 or equivalent preparation. Business Education 155 must precede or accompany this course. Daily.

**\*145. Personal Use Typewriting**—1 hour. Develops proficiency suitable for practical everyday use, with special attention to the needs of teachers. Includes touch control of the keyboard, proper technique, horizontal and vertical centering, one common letter style, personal themes, outlines, simple tabulations as used in tests, and the preparation of stencils and masters. No credit for students with previous training in typewriting. Daily.

**146. Office Machines I**—2 hours. Instruction and practice in operation and care of machines. The place of machines in office work. Prerequisite: Ability to type. Four practice periods.

**147. Office Machines II**—2 hours. Advanced skills and techniques in the operation of business machines. All students are expected to develop competency in the operation of duplicating machines; in addition, they are given opportunity to specialize in some other office machine. Prerequisite: Business Education 146. Four practice periods.

**\*150. Advanced Gregg Shorthand**—3 hours. No credit for students who have completed more than one year of Gregg shorthand in high school or equivalent. Prerequisite: Business Education 51 or equivalent preparation. Business Education 156 must precede or accompany this course. Daily.

**154. Basic Typewriting**—2 hours. Includes rapid review of technique and typewriter manipulation; development of higher-

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\*Because these courses were formerly offered for five hours credit, the student should be sure to consult with the Head of the Department concerning the proper course to take.

level speed; desirable work habits in the typing of business letters, simple manuscripts, simple tabulations, stencils and masters for duplicating. Knowledge and skills basic to the Intermediate Typewriting. Prerequisite for Section X: Business Education 145 or one semester of high school typewriting; for Section Y: One year of high school typewriting. Daily.

**155. Intermediate Typewriting—2 hours.** Includes perfection of technique, speed level and control; development of a comparable level of speed in the execution of such practical jobs as business letters, business reports, tabulations, manuscripts with footnotes, typing from rough draft, and the preparation of stencils and masters. Prerequisite for Section X: Business Education 154, Section X; for Section Y: Business Education 154, Section Y, or more than one year of high school typewriting. Daily.

**156. Advanced Typewriting—2 hours.** Develops skill to vocational level in all phases of typewriting, including speed and control on straight copy, letters, tabulations, manuscripts, and stencils. Student must demonstrate ability to use various makes of typewriters and ability to use such advanced techniques as chain and back-feeding of envelopes, to set up copy for a school newspaper, to prepare a double-fold program, to care for and maintain the typewriter, to apply basic typing principles to new situations, to proofread accurately, and to maintain high qualitative standards in all work. Prerequisite for Section X: Business Education 155, Section X; for Section Y, Business Education 155, Section Y. Daily.

**\*157. Advanced Thomas Shorthand—3 hours.** No credit for students who have completed more than one year of Thomas shorthand in high school. Prerequisite: Business Education 56 or equivalent preparation. Business Education 156 must precede or accompany this course. Daily.

**352. Business Correspondence—3 hours.** Preparation and use of business letters and reports. Prerequisite: Ability to type.

**\*354. Business Law I—3 hours.** Laws relating to contracts and the sale of personal property.

**355. Marketing—3 hours.** A survey of marketing methods, institutions and practices. The subjects of retailing, wholesaling, distribution channels, marketing legislation, cooperative marketing, marketing of agricultural products, price economics,

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\*Because these courses were formerly offered for five hours credit, the student should be sure to consult with the Head of the Department concerning the proper course to take.



marketing research, and marketing costs are treated from the standpoint of consumers, producers, middlemen, and manufacturers.

**\*356. Business Law II—3 hours.** Special emphasis on the laws relating to negotiable instruments, business organizations, and bailments. No credit for a student who has 5 hours of credit in Business Education 354. Prerequisite: Business Education 354.

**\*357. Business Law III—3 hours.** The law of real estate and contemporary legal problems affecting business. Prerequisite: Business Education 356.

**\*358. Shorthand Speed Building—3 hours.** Advanced dictation and transcription skill building. Especially designed for students who have had two years' (or equivalent) study of shorthand in high school. Prerequisite: Business Education 150 or 157 or the equivalent. Daily.

**359. Advanced Transcription—3 hours.** Advanced dictation and transcription of letters and literary matter. Emphasis on the attainment of vocational competence in the transcription of secretarial dictation. Prerequisite: Business Education 358. Daily.

**\*360. Principles of Accounting I—3 hours.** An introductory course in accounting emphasizing the preparation of financial statements, effects of merchandising operations, journalizing, and posting.

**\*361. Principles of Accounting II—3 hours.** Partnership accounting, the voucher system, accruals, and the valuation reserves. Prerequisite: Business Education 360.

**\*362. Principles of Accounting III—3 hours.** Corporation and manufacturing accounting, analysis of statements, and departmental accounting. Prerequisite: Business Education 361.

**369. Retail Store Operation—3 hours.** Fundamentals of establishing and operating a retail store; store location and layout, financing, buying, receiving and marking, sales promotion. Emphasis placed on the small retail store. Prerequisite: Business Education 355.

**371. Directed Work Experience—1 hour.** Special studies coordinated with problems related to student's approved work experience; job analysis reports; work experience reports and

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\*Because these courses were formerly offered for five hours credit, the student should be sure to consult with the Head of the Department concerning the proper course to take.



analyses. This course may be repeated for a maximum of six hours credit. Corequisite: Approved regular part-time employment. Weekly conference arranged.

**400. Comprehensive Typewriting**—0 hours. A professional course required of all students who wish to certify as teachers of typewriting. Designed to provide opportunity to demonstrate that typing skill has been maintained or increased since completion of training. Upon demonstration of skill adequate for a teacher of typewriting, the student may be excused from further attendance. Development of special techniques needed by teachers. Prerequisite: Business Education 156. Daily.

**406. Cost Accounting**—3 hours. Introduction to the theory and practice of cost accounting with special attention to accounting for factory costs. Prerequisite: Business Education 362.

**408. Tax Accounting**—3 hours. Accounting problems related to the various forms of taxation. Emphasis upon state and Federal income tax. Prerequisite: Business Education 362.

**410. Auditing**—3 hours. Procedures, practices, and ethics in auditing. Verification, analysis, and interpretation of accounts and business statements. Prerequisite: Business Education 483.

**423. Advertising**—3 hours. The place and functions of advertising in our economy. Product and consumer analysis. Evaluation of media such as newspapers, magazines, and radio. Practical applications of the techniques of window display. Prerequisite: Business Education 355.

**425. Office Techniques**—3 hours. Concentration on setting up and operating a usable filing system. Advanced skill in the operation of voice-writing equipment. Prerequisite: Business Education 156.

**426. Secretarial Practice**—3 hours. Secretarial duties, techniques, and procedures. Emphasis on the secretarial practices which are expected to be performed in addition to the taking and transcribing of dictation. Prerequisites: Business Education 150 or 157, and 425.

**427. Office Supervision and Management**—3 hours. The organization, procedures, and problems of managing a modern office. Emphasis on budgets, office layout, time and motion study, flow of work, and responsibility. Prerequisite: Business Education 156.

**453. Retail Merchandising**—3 hours. The merchandising techniques for improving and controlling retailing operations.

Includes profit analysis, determining markup, pricing policies, inventory valuation and control, planning sales, planning purchases, planning and controlling expenses, and sales analysis. Prerequisite: Business Education 369.

**454. Salesmanship**—3 hours. Selling problems of manufacturers, wholesalers, and retailers.

**455. Problems in Marketing**—3 hours. A case-method study of practical problems in marketing. Includes merchandising policies, distribution policies, forecasting and planning, pricing, and investigative procedures used in solving marketing problems. Prerequisite: Business Education 355.

**456. Business Organization and Management**—3 hours. Principles, techniques, and responsibilities of management applied to the organization and operation of a business in our modern economy. Prerequisites: Business Education 356 and 362.

**461. Problems in Business Education**—3 hours. Field and objectives of business education; organization of curriculum; consumer-business education materials; community surveys and job-analyses; duties of the coordinator; distributive education under the Federal laws; trends in business education; and selected current problems.

**465. Advanced Mimeographing and Duplicating Problems**—1 hour. Problems, methods, and techniques of supervising and producing school duplicated materials of all kinds. Practice in the use of various kinds of lettering guides, screen plates, styli, etc. Students will supervise the duplication of departmental and Campus School bulletins and papers. Recommended for business teachers only. Prerequisites: Business Education 156 or equivalent preparation and consent of the Head of the Department of Business Education. Three hours of laboratory a week.

**467. Non-Textile Merchandising**—3 hours. Basic commodities of a non-textile nature will be studied. This group of materials is comprised of the following: furs, leather, wood and furniture, glass, paper, ceramics, plastics, paints, cosmetics, precious stones, precious metals, and food. Other commodities may be added as need appears.

**468. Textile Merchandising**—3 hours. Consideration of the basic textile raw materials entering into merchandising; their nature, sources, characteristics, applications, and uses. Processes of manufacture from raw materials to consumers' goods. Tests and standards; buying and selling points to be stressed in merchandising.



**472. Philosophy of Vocational Education**—2 hours. Historical foundations of modern business education; development, status and significance of the philosophy underlying vocational business education; present day trends, with special attention to the distributive area. Prerequisite: 10 hours credit in education or psychology. Two periods of class work a week.

**474. Cooperative Programs in Business Education**—2 hours. Organization and supervision of part-time cooperative work programs; advisory committees; records; coordination of class work and work experience; related legal requirements; public relations; job analysis. Prerequisite: Business Education 472.

**476. Adult Programs in Business Education**—2 hours. Organization and administration of evening school classes; short courses for employed workers and other adult programs; survey of current practices and trends; methods of up-grading workers in the distributive fields; supervising vocational teachers. Prerequisite: Business Education 472.

**\*481. Intermediate Accounting I**—3 hours. A study of and a detailed analysis of balance sheet items. Prerequisite: Business Education 362.

**\*482. Intermediate Accounting II**—3 hours. A continuation of Business Education 481 which is prerequisite.

**\*483. Intermediate Accounting III**—3 hours. No credit for a student who has credit in Business Education 405. Errors and their corrections, statements from incomplete data, and statement analysis. Prerequisite: Business Education 482.

**488. Problems in Thomas Shorthand**—3 hours. A course offered to non-Thomas shorthand students to enable them to learn the theory and methods of teaching Thomas shorthand. A previous knowledge of Thomas Shorthand is **not** required. Prerequisite: Business Education 150 or its equivalent. Daily.

**495. Methods in Secretarial Subjects**—4 hours. Credit also as a course in education for a student whose major is business education. Effective classroom techniques and procedures for developing skills in typewriting, shorthand, transcription, and related areas with appropriate attention to the teaching of office habits, attitudes, and information. Prerequisites: Education 213, 460, or 468; Business Education 359 and 400. This course should accompany student teaching. Daily.

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\*Because these courses were formerly offered for five hours credit, the student should be sure to consult with the Head of the Department concerning the proper course to take.



**496. Methods in Basic Business Subjects—4 hours.** Credit also as a course in education for a student whose major is business education. Effective classroom techniques and procedures in teaching bookkeeping, general business training, business law, and other basic business subjects. Prerequisites: Education 213, 460, or 468; Business Education 356, 362, and 400. This course should accompany student teaching. Daily.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Education

Clifford L. Bishop, Ed.D., Assistant Professor of Education and Head of the Department

Amy F. Arey, M.A., Professor of Education, Emeritus, Part-time Service

H. S. Buffum, Ph.D., Professor of Education, Emeritus, Part-time Service

A. E. Brown, Ph.D., Professor of Education

E. C. Denny, Ph.D., Professor of Education

Malcolm Price, Ph.D., Professor of Education

H. A. Riebe, Ph.D., Professor of Education

May Smith, M.A., Professor of Education

M. J. Wilcox, Ph.D., Professor of Education

Esther Hult, Ph.D., Associate Professor of Education

Rebecca Baker, M.Ed., Assistant Professor of Education

Esther Boehlje, M.A., Assistant Professor of Education

\* Nellie Hampton, M.A., Assistant Professor of Education

Frank E. Martindale, M.Ph., Assistant Professor of Education

Gordon J. Rhum, Ph.D., Assistant Professor of Education

\* Donald R. Scott, Ph.D., Assistant Professor of Education

Julia Sparrow, M.A., Assistant Professor of Education

Oscar E. Thompson, Ph.D., Assistant Professor of Education

Bertram L. Woodcock, B.S., Assistant Professor of Education

Miles V. Zintz, Ph.D., Assistant Professor of Education

Delbert M. Bates, Ph.D., Instructor in Education

Margaret Buswell, Ph.D., Instructor in Education

Sandford S. Davis, M.A., Instructor in Education

William H. Dreier, Ph.D., Instructor in Education

\* Oliver P. Kolstoe, M.S., Instructor in Education

Farnham G. Pope, Ph.D., Instructor in Education

John N. Renard, M.Ed., Instructor in Education

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\*On leave.

## Psychology

**15. Child Development**—5 hours. Extensive observation of pupil growth and development. Guidance of learning activities. Self-evaluation of prospective teacher in light of the basic characteristics of good teachers. Laboratory experiences will be provided whenever possible.

**408. Personality Growth of Children.**—3 hours. Biological and psychological foundations of personality. Recognition of unwholesome tendencies in child behavior. The development of an integrated effective personality free from fear, anxiety, and hostility.

**412. Mental Hygiene**—2 hours. Nature of mental health in children and adults. Evaluation of adjustment in terms of personal integrity and social living. The mental hygiene movement in the United States.

**415. Child Psychology**—3 hours. Common tendencies and traits of preadolescent children. Individual differences and their significance. Prerequisite: 5 hours of psychology.

**416. Psychology and Adolescence**—3 hours. Changing attitudes and concepts of youth from eleven to eighteen years of age. Mental and physical influences that retard or accelerate mental growth. Individual differences and their significance. Prerequisite: 5 hours of psychology.

**420. Social Psychology**—5 hours. Thinking and behavior of people as affected by their association with one another. A course in group psychology. Prerequisite: 5 hours of psychology.

## Education

**10. School and Community**—3 hours. The school's organization, equipment, and teaching materials. The role of the community in promoting pupil and teacher growth. Major current trends in education.

**30. Children's Literature**—3 hours.

**105. Exploring the Teaching Profession**—3 hours. Public education opportunities and problems in the United States; self-appraisal of abilities, interests, and skills needed in teaching at various grade levels and in different subject areas; visitation of classrooms, experiences with children; requirements for entrance and success in the teaching profession; examination of the college curriculum offerings intended to help the student choose his major teaching area. Four periods a week.



**121. Audio-Visual Education in the Elementary School—1 hour.** Approved techniques for use of audio-visual aids in the elementary school. Special emphasis on the preparation and use of aids other than projected materials. Two periods a week.

**133. The Experience Curriculum—3 hours.** Special emphasis on unit instruction, integration, modern objectives, practices, and techniques.

**136. Reading and the Language Arts I—5 hours.** The child and his needs for optimum growth in the language arts. Factors, methods and materials in teaching language, spelling, handwriting and reading.

**211, 212, 213. Fundamentals of Teaching I, II, III—15 hours.** A three-quarter sequence of 5 hours each quarter. No credit for a student who has credit in Psychology 15 or 315 or Education 10 or 305. An integrated course with educational psychology as the core of instruction. Human growth and development; laws of learning; mental hygiene and personality development; pupil guidance; measurements and evaluations; pupil management and instruction; outcomes of schooling. Emphasis on the necessity for being pupil-conscious rather than subject-matter conscious. Seven periods a week.

**310. Early Childhood Education—3 hours.** Principles and methods of kindergarten teaching. Prerequisite: 10 hours of psychology and education.

**332. Teaching the Elementary Curriculum I—4 hours.** Role of the content fields in meeting the needs of children in grades 4 through 8; emphasis on developing units of work which integrate school subjects around a core or problems in the content fields; acquaintance with numerous teaching media, techniques, and materials such as texts, manuals, handbooks, pamphlets, and children's encyclopedias.

**363. Teaching the Kindergarten-Primary Curriculum I—4 hours.** Emphasis on integrating the content subjects in the field of primary education. A study of teaching techniques, materials, texts, manuals, handbooks, and pamphlet materials.

**425. Statistical Methods in Education—2 hours.** No credit for a student who has credit for Mathematics 406. Statistical methods in common use without detailed reference to their mathematical foundation. Use of these methods in the construction of tests and the classification of pupils.

**434. Methods in Elementary Science—3 hours.** Outstanding syllabi, textbooks, collateral reading, and units in elementary



school science. Valuable science projects and simple science experiments. The systematic weekly program in science. Integration of science with other areas of the daily program. Observation of the science program in the Campus School.

**436. Reading and the Language Arts II**—3 hours. Survey of most recent literature in the language arts area. Emphasis on individual and group problems.

**438. Remedial Reading**—5 hours. Diagnosis of difficulties; plans for remedial treatment; and actual work with pupils who have remedial reading difficulties. Prerequisite: A grade of A, B, or C in Education 136, 436, or 462.

**439. Teaching the Elementary Curriculum II**—4 hours. Nature of integrated curriculum; major contemporary educational philosophies and their implications for educational practices and procedures in the elementary school; newer trends in the selection and organization of curricular content. Prerequisite: Education 332.

**441. Social Studies in the Elementary School**—3 hours. Materials and methods. Integration of the social sciences.

**442. Literature for Kindergarten-Primary Children**—5 hours. Designed to deepen appreciation of literature suitable for young children, to familiarize student with the style and techniques of authors and illustrators, and to develop criteria for selection and evaluation of children's books.

**443. Story Telling**—3 hours. Organization of stories for different age levels. Principles underlying successful story telling and practice in the application of these principles. Prerequisite: Education 442 or Library Science 440. Daily.

**444. The Exceptional Child**—3 hours. An introduction to the education of the exceptional child; the philosophy and purposes of special education with principles underlying the education of those who cannot be cared for through usual classroom procedures.

**446. Teaching Techniques**—2 hours. Recent developments in educational methods for the elementary school.

**450. Parent Education**—5 hours. Problems of cooperation between home and school and of pre-parental education.

**455. Educational Tests for the Elementary School**—2 hours. Leading tests in the elementary school field; methods of administering and scoring tests; interpreting and utilizing results; diagnosis of difficulties. Prerequisite: Education 425.

**456. Achievement Testing**—1 hour. The student will assist in the giving and scoring of achievement tests and in the tabulation, interpretation, and application of the results. Prerequisite: A grade of A, B, or C in Education 455 and the recommendation of the Head of the Department of Education.

**458. Mental Tests**—3 hours. The Stanford revision of the Binet-Simon tests and the leading group tests of mental ability. Methods of administering and scoring the tests and of tabulating and interpreting the results. Prerequisite: Education 425.

**459. Mental Testing**—1 hour. Students assist in the giving and scoring of mental tests and in the tabulation and interpretation of the results. Prerequisite: A grade of A, B, or C in Education 458 and the recommendation of the Head of the Department of Education.

**460. Methods and Measurements in the High School**—5 hours. Methods of teaching the high-school subjects; measurement of the results of teaching; remedial treatment. Prerequisite: Education 425.

**462. Problems in Reading in Secondary Schools**—3 hours. Nature of the developmental reading program, development of vocabulary, skills and interest, reading in the content subjects, and appraisal of reading ability.

**464. Teaching the Kindergarten-Primary Curriculum II**—4 hours. Meaning and development of an integrated curriculum in the field of primary education. Educational philosophy underlying the curriculum. Educational practices, procedures, recent trends in the selection and organization of the curricular content. Prerequisite: Education 363.

**468. The Junior High School**—5 hours. Prerequisite: Education 213.

**470. Elementary School Supervision I**—5 hours. Principles underlying present-day supervision. Relationship of classroom teacher to supervisor, principal, and superintendent.

**472. Secondary School Supervision**—5 hours. Principles underlying the improvement of instruction in the high school. Designed for superintendents, high school supervisors, principals and teachers. Prerequisite: Education 460 or 468.

**474. Materials of Instruction**—5 hours. Laboratory work in the Curriculum Laboratory to acquaint the student with all types of materials in his field. This course should accompany Teaching 410.



**475. School Administration—5 hours.** Relation of the administrator to the community and the school. Buildings, equipment, promotions, records, reports, course of study, sanitation, transportation, and important school legislation. Special attention to the problems of the smaller schools.

**480. Audio-Visual Education—3 hours.** A systematic presentation of approved principles and techniques of Audio-Visual education; demonstration of the use of Audio-Visual aids to teaching; operation and care of various types of projection machines; and student preparation and presentation of visual materials. Three periods per week. Laboratory periods to be arranged.

**482. History of Primary Education—3 hours.** History of infant schools, of the Montessori nursery schools, of the Froebellian and modern kindergartens, and of primary education.

**483. Principles and Techniques of Guidance—5 hours.** The counseling process; understanding the individual; educational and occupational information; administrative relationships of the guidance program; research and evaluation procedures for counselors.

**488. History of Education—5 hours.** Educational ideals, ancient and modern. National educational systems. Current educational problems in the light of experience of the past.

**503. Problems of Teachers—3 hours.** Opportunities for the study of problems which have been recognized by students; locating and using resource materials in solving teacher problems; practical experience in using fundamentals of research in solution of problems; familiarity with studies and publications of professional organizations. Prerequisite: student teaching. Five periods per week.

**505. The Retarded Child—3 hours.** Classification of the mentally retarded: the slow learner, the seriously retarded, and the uneducable. Discovering the mentally handicapped and providing the right education to meet their needs. Study of the objectives, curriculum content, and techniques of teaching in the education of mentally retarded. Present educational provisions and newer trends in education of the mentally handicapped. Prerequisite: Education 444, 455, and 458.

**507. The Gifted Child—3 hours.** Identifying the gifted child. Characteristics of the gifted. Methods of adapting the courses of study to meet the needs of the gifted. Present research, follow-up studies, and their implications. Planning sample types of organization for curriculum adjustment to meet individual needs. Prerequisite: Education 444, 455, and 458.



**509. The Physically Handicapped**—3 hours. Including orthopedic, cardiopathic, and epileptic handicapping conditions. Finding physically handicapped; etiology and classification of physical disability; educational provisions; organization and administration of programs. Guidance for the handicapped; special school equipment; adaptation of the curriculum; co-ordination of educational and medical programs; preparation of case records. Prerequisite: Education 444, 455, and 458.

**513. Elementary School Supervision II**—3 hours. Designed especially for those majoring in elementary school supervision. Emphasis will be on a realistic practical application of the principles of supervision. The supervisor as a coordinator, a resource person for the room teacher, an aid to the principal, a public relations person. Relationship to the county program, the county superintendent and the State Department of Public Instruction. Prerequisite: Education 470.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

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Credit in one of the following courses, though counted but once toward graduation, is used in meeting the requirements in education for a student whose major is in the line indicated and is used also in meeting the requirements of the major.

The Teaching of Art (Art 490)—2 hours.

Methods in Secretarial Subjects (Business Education 495)—4 hours.

Methods in Basic Business Subjects (Business Education 496)—4 hours.

The Teaching of English (English 490)—4 hours.

The Teaching of Speech (Speech 491)—2 hours.

Methods in Home Economics (Home Economics 490)—2 hours.

The Teaching of Industrial Arts (Industrial Arts 490)—2 hours.

The Teaching of French and Spanish (Language 490)—2 hours.

The Teaching of Latin (Latin 490)—2 hours.

Teaching the Use of Libraries (Library Science 490)—2 hours.

The Teaching of Secondary Mathematics (Mathematics 490)—4 hours.

Supervision of Music (Music 490)—2 hours.

Methods in Physical Education (Physical Education for Men 490)—2 hours.

Tests and Measurements in Physical Education (Physical Education 492)—3 hours.

The Teaching of Science (Science 490)—4 hours.

The Teaching of Geography (Earth Science 493)—4 hours.

Methods in Agriculture (Agriculture 494)—2 hours.

The Teaching of the Social Sciences (Social Science 490)—4 hours.

## Safety Education

A minor in safety education consists of Science 16; five hours in psychology; Education 480; Safety Education 313, 411, 413, and 415; and either Physical Education 100 or 463.

**313. Educating for Safety**—3 hours. Pertinent information for persons who are interested in promoting safety education in schools, social agencies, and the whole community. The need of education for safety; safety as a social problem; development of safety skills, habits, attitudes, and ideals; accident causes; responsibilities for safety; study of research in the field.

**411. The Teaching of Highway Safety**—3 hours. Prerequisite: Safety Education 313 and Iowa Driver's License.

**413. Safety Education in Elementary Schools**—3 hours. Prerequisite: Safety Education 313.

**415. Safety Education in Secondary Schools**—3 hours. Swimming and water safety; accident prevention in physical education, school shops, and traffic. Types of visual aids; curriculum materials; tests and measurements in safety education. Emphasis on safety in the home, on the highway, and in industry. Prerequisite: Safety Education 313.

## English and Speech

H. W. Reninger, Ph.D., Professor of English and Head of the Department

W. B. Fagan, M.A., Professor of English

Hazel B. Strayer, M.A., Professor of Speech

John P. Cowley, Ph.D., Associate Professor of English

Mrs. Louise C. Turner Forest, Ph.D., Associate Professor of English

Ernest C. Fossum, Ph.D., Associate Professor of Speech



Charles Boyd Guest, Ph.D., Associate Professor of English  
Mamie J. Jones, Ph.D., Associate Professor of Speech  
Wallace Anderson, Ph.D., Assistant Professor of English  
Mrs. Mary Wheat Hanawalt, Ph.D., Assistant Professor of English  
Alden B. Hanson, M.Ph., Assistant Professor of English  
Elaine E. McDavitt, Ph.D., Assistant Professor of Speech  
Oliver M. Skalbeck, M.A., Assistant Professor of Speech  
Norman C. Stageberg, Ph.D., Assistant Professor of English  
Lillian R. Wagner, M.A., Assistant Professor of Speech  
Stanley Wood, M.A., Assistant Professor of Speech  
Richard Bergstrom, M.F.A., Instructor in Speech  
\*Richard R. Braddock, M.A., Instructor in English  
Josef W. Fox, M.A., Instructor in English  
Leo P. Goggin, Ph.D., Instructor in English  
James S. Hearst, Visiting Instructor in Creative Writing  
Frederick Hoar, M.A., Instructor in Journalism  
\*Edwin J. Maurer, M.A., Instructor in English  
John J. McNally, M.A., Instructor in English  
Francis S. Phraner, M.A., Instructor in English  
Francis E. Smith, Ph.D., Instructor in English  
M. B. Smith, M.A., Instructor in Speech  
Herbert K. Tjossem, M.A., Instructor in English  
Mrs. Evelyn F. Wood, M.A., Temporary Instructor in English

English 1 is a prerequisite to all other courses in English.

A major in English consists of at least 57 hours in English which should include Humanities 111, 112, and 113 for which six hours of credit in English are granted; English 1, 100, 115, 117, 460, 462, and 490; either 443 or 445; five hours from 322, 418, 422, and 425; and five hours from 313, 325, or 454. If the student chooses English 325 or 454, he should **not** take 418. It is recommended that electives be chosen from English 303, 330, 341, 430, and 435.

A student whose major is English must earn 20 hours of credit in one foreign language if he presents no entrance credit in foreign language; if he presents 1 unit to  $1\frac{1}{2}$  units in one foreign language, he must earn 10 hours of credit in the same foreign language or 15 hours of credit in a new foreign language; if he presents 2 to  $2\frac{1}{2}$  units in one foreign language, he must earn 5 hours of credit in the same foreign language or 15 hours of credit in a new foreign language. No additional work in foreign language is required of a student who has earned 3 or more units of one or two foreign languages in high school.

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\*On leave.



A minor in English consists of at least 29 hours in English which must be distributed as follows: Humanities 111, 112, and 113 for which six hours of credit in English are granted, English 1, 100, 110, 462, and one course in American literature.

**1. English I—4 hours.** Fundamental skills involved in reading and writing expository language. Emphasis upon areas of usage in writing, and language habits appropriate to the occasion.

**100. English II—4 hours.** No credit for a student who has credit in English 102. More advanced skills involved in reading and writing, with special attention given to writing styles appropriate to the occasion. Training in gathering and organizing source material.

**110. English III—5 hours.** Preparation for reading imaginative literature. Reading and close analysis of the short story, novel, drama, and poetry. Emphasis on the discussion of human values. Recommended for students who wish to pursue further courses in literature. Prerequisite: English 100.

**114. Mass Media Communications—4 hours.** Communication processes in the mass communication media: newspapers, magazines, radio, motion pictures, television. Analysis of the techniques of creating mass opinion; advertising, publicity, propaganda. Prerequisite: English 100.

**115. Poetry—5 hours.** No credit for a student who has credit in English 110. Particular ways in which poetry communicates experience. Examination of the various techniques of poetry in order to assist the student to have the full experience of reading a poem.

**117. Narrative and Dramatic Literature—5 hours.** No credit for a student who has credit in English 110. Extensive study of the art forms of the short story, the novel, and the drama; critical examination of particular works.

**300. Advanced Exposition—3 hours.** Study of advanced specimens of exposition. Application of principles and methods in original work.

**303. Contemporary Short Story—3 hours.** An intensive study of the structure and meaning of the short story, 1900 to the present.

**312. World Literature—5 hours.** The world's most representative authors, exclusive of English, with an emphasis on twentieth century writing.

**313. Chaucer**—5 hours. Reading of the most representative parts of the **Canterbury Tales**. To be studied primarily as literature, with emphasis on human values.

**317. Major British Writers**—5 hours. The most representative British writers; designed especially to furnish literary perspective; an emphasis on living and usable values.

**322. Romantic Literature**—5 hours. Chronological limits; 1798-1832. English poetry and non-dramatic prose from Robert Burns to Thomas Carlyle.

**325. Shakespeare**—5 hours. Intensive study of selective plays; reading of and reports on other plays; study of Shakespeare's sonnets.

**330. The Contemporary Novel**—5 hours. An intensive study of the contemporary novel as an interpretation of late nineteenth-century and twentieth-century life. Readings, reviews and criticisms.

**341. Contemporary British and American Poetry**—5 hours. No credit for a student who has credit in English 440. Study, by analysis and synthesis, of the work of the most significant British and American poets since 1914, and of how their poetry arises out of the social and psychological cross currents of the time.

**350. Playwriting**—2 hours. Critical study of the techniques of writing for the stage. Experience in creative dramatic writing with individual criticism and suggestions. Conducted informally with roundtable discussions and reading of student work. Original one-act plays of merit may be produced.

**418. Renaissance Literature**—5 hours. A selection of English literature from 1500 to 1660. The development of Renaissance culture in England as it is reflected in literature, with emphasis upon the most important non-dramatic authors; Moore, Spenser, Bacon, and Milton.

**422. Eighteenth Century Literature**—5 hours. No credit for a student who has credit in English 320 (English Literature, 1625-1784). Chronological limits: 1660-1798. A study of English literature from Dryden to Johnson, as it reflects the rationalistic philosophy in religion, economics, and politics, and in the social manners of the time.

**425. Victorian Literature**—5 hours. Chronological limits: 1832-1900. English Poetry and non-dramatic prose from Alfred Tennyson to Thomas Hardy.



430. **World Drama**—5 hours. The most significant world dramas with an emphasis on English drama.

435. **The British Novel to 1900**—3 hours. The most significant British novelists from Jane Austen to Thomas Hardy.

443. **American Literature, 1865 to the Present**—5 hours. No credit for a student who has credit in English 447. American culture after the Civil War as revealed in the rise of American realism: In prose, from Twain to Steinbeck; in poetry, from Whitman to MacLeish.

445. **American Literature, 1765 to 1865**—5 hours. An intensive study of American prose and poetry from Jefferson to Emerson. Emphasis on the Romantic Movement, 1830 to 1865.

450. **Literary Criticism**—2 hours. Designed for students who wish to explore problems in the evaluation of creative literature; **not** a course in the history of criticism. Conducted informally through discussion and student participation.

452. **Creative Writing**—2 hours. Designed for students who desire suggestive, individual criticism for their writing. Conducted on the laboratory, round-table discussion plan. No lectures; no formality. Students select their subject matter and literary form. Suggested, voluntary reading. Instructor acts as chairman; other instructors, including those from other departments, participate in the discussions. Work may be submitted to the college magazine. May be taken three times for a total of six hours credit.

454. **Milton**—5 hours. The major English works of Milton's poetry and prose.

460. **Development of the English Language**—5 hours. Fundamental concepts of the science of linguistics, developed inductively from data drawn from comparative philology and from the historical background of present-day English. Prerequisite: 15 hours of foreign language or equivalent.

462. **The American-English Language of Today**—5 hours. An account of present-day American-English grammar and usage, as described in scientific studies of the language, and a study of the symbolic nature of language. Prerequisite: English 460.

490. **The Teaching of English**—4 hours. Credit also as a course in education for a student whose major is English. Prerequisite: Education 213, 460, or 468. This course should accompany student teaching.



**512. Literary Synthesis**—2 hours. An historical synthesis of the advanced period courses in literature; to furnish historical and critical perspective in American and English literature. Prerequisite: Permission of an English adviser.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## School Journalism

A minor in school journalism consists of at least 20 hours of work in the field which should include 310, 311, 412 and 413.

**310. Journalism I**—5 hours. News values; methods of obtaining, verifying, and presenting news; preparation of newspaper copy for publication; newspaper style and make-up.

**311. School Publications Management**—5 hours. The organization, operation, and management of school publications. Required of staff officers of the **College Eye** and **Old Gold**. To be taken during the first quarter of their period of staff service. Prerequisite: Journalism 310. Class, 3 hours; laboratory, 4 hours.

**410. Journalism II**—5 hours. The writing of editorials and feature articles for publication. Criticism and writing of newspaper editorials of various types.

**412. School Publications Observation**—2 hours. Directed observation of school publications and public relations activities in the campus laboratory school and affiliated schools. Prerequisite: Journalism 311.

**413. School Publication Advisement**—3 hours. Supervised experience as adviser of school publications and teacher of journalism in the campus laboratory school, affiliated school, or in a staff position of the **College Eye**, the **Old Gold**, or the **Pen**. Prerequisite: Journalism 412. Conference, 1 hour; laboratory, 4 hours.

**414. School Public Relations**—3 hours. Examination of the methods and principles to be observed in the development and maintenance of an effective program of public relations and publicity for the public schools.

**416. Educational Authorship and Editing**—3 hours. Discussion of sources of material for articles in educational magazines, journals, methods of writing, slanting material for particular publications; techniques of editing and publishing.

## Speech

Speech 20 or 21 is a prerequisite of all other courses in speech with the exception of Speech 485.

A major in speech consists of at least 44 hours of work which should be distributed according to the interests of the student as follows:

A major in speech with emphasis in **drama**: Speech 20, 110, 120, 340, 353, 358, 375, 470, 477, 478, 485, and 491.

A major in speech with emphasis on **public speaking**: Speech 20, 110, 120, 335, 336, 367, 375, 404, 405, 485 and 491.

A major in speech with emphasis in **speech correction**: Speech 20 or 21, 110, 307, 408, 409, 411, 413, 485, 487, and Psychology 412, Education 438, and 444.

A major in speech with emphasis in **radio**: Speech 20, 110 or 405, 114, 340, 367, 368, 406, 491, and 3 hours elective in speech. He should also take English 350 and 430; and courses in French and German.

A student who chooses a major in speech must also choose a minor in English, unless released by the Head of the Department.

A minor in speech consists of at least 24 hours of work in speech which must be distributed as follows: Speech 20, 110 or 120, 335, 375, 485, and 491.

**20. Fundamentals of Speech**—4 hours. No credit for a student who has credit in Speech 21. Development of effective communication through the presentation of original speeches and discussion of speech principles with emphasis on voice and articulation.

**21. Speech for Elementary Teachers**—3 hours. No credit for a student who has credit in Speech 20. Reserved for students preparing to teach in rural and city schools in the elementary grades. Emphasis on teaching the student the recognition, diagnosis, and cure of speech defects in children. Practice in public speaking.

**110. Public Speaking**—5 hours. The application of the principles of psychology and composition to situations most frequently confronting the public speaker. The study of purpose, audience, analysis, and discovery and arrangement of materials. Style skills. Memory training. Delivery techniques. Practice in impromptu, extemporaneous, manuscript, and memorized speaking. Opportunities to speak before civic groups, professional associations, and radio audiences.



**114. Voice and Diction**—2 hours. Development of the speaking voice with special attention to the personal, social, and professional needs of the student.

**120. Interpretative Speech**—5 hours. Individual oral interpretation of selections from various forms of literature. Prerequisite: Speech 20 or 21 or equivalent preparation.

**307. Phonetics**—5 hours. The science of speech sounds including standards of pronunciation and ear training as a basis for speech correction work.

**321. Dramatics for Elementary Teachers**—3 hours. Methods of teaching creative dramatics and choral speaking to children. Dramatics as a tool for integration in the curriculum. Emphasis on development of imagination and on social adjustment. Planning of programs suitable for home rooms, school assemblies, and special occasions.

**335. Group Discussion**—3 hours. Principles, methods, and types of logical inquiry and discussion.

**336. Argumentation and Debate**—2 hours. Practical experience in dealing with contemporary problems through the method of discussion and debate. Special emphasis is given to the development of habits of critical thinking.

**340. Dramatic Interpretation**—5 hours. Dramatic literature as a medium of expression. Development of skills in elementary acting techniques and opportunities for experience in acting. Prerequisite: Speech 120.

**353. Stage Costuming**—3 hours. History and design of stage costume with laboratory practice in execution of costumes for dramatic productions.

**358. Stage Make-up**—1 hour. A practical laboratory course in the fundamentals of make-up.

**367. Radio Survey**—3 hours. Basic organization of the radio industry. Demonstrations, class work, and field trips.

**368. Radio Practice**—3 hours. Training in announcing, control operation, continuity writing, and selling. Prerequisite: Speech 367.

**375. Dramatic Production**—5 hours. Fundamentals of producing a play. Basic theories of drama pursued by means of research in theater literature and class exercises.

**404. Persuasion**—5 hours. Nature of belief and response; methods of intensifying belief and winning response through



speech and writing. The ethics of persuasion. Relation of persuasion to logic and psychology. Motivation, suggestion, attention, and crowd psychology; the particular role of persuasion in teaching and education. Prerequisite: Speech 110.

**405. Public Address**—5 hours. Arrangement in speech composition: purpose, thesis, introduction, body, conclusion, etc. Rhetorical elements of speech style and composition. Particular literary and delivery factors of major forms of contemporary public address. All elements to be developed by practice.

**408. Speech Pathology I**—5 hours. A course which provides training in diagnosis and treatment of functional speech disorders. Clinical practice. Prerequisite: Speech 307.

**409. Speech Pathology II**—5 hours. The etiology and treatment of disorders of speech including stuttering, maladjustment problems, and organic speech disorders caused by cleft lip and palate, cerebral palsy, aphasia, and hearing loss. Clinical practice. Prerequisite: Speech 307.

**411. Audiometry**—3 hours. Principles of the group and individual audiometers and hearing aids and their use in speech correction and hearing conservation programs. Prerequisite: Speech 307.

**413. Lip Reading**—3 hours. The psychology and specific techniques involved in teaching the hard of hearing. Prerequisite: Speech 307.

**470. Directing**—3 hours. A detailed study of the contribution of the director in the production of a play. Each student will direct a one-act play. Prerequisite: Speech 375.

**477. Stagecraft I**—2 hours. Theory of scene construction and stage lighting with practical experience on the current dramatic production. Prerequisite: Speech 375.

**478. Stagecraft II**—5 hours. Practice in scene construction and scene lighting. Experience in building, painting and assembling scenery for production. Prerequisite or corequisite: Speech 477.

**482. Speech Problems of Children**—2 hours. No credit for a student who has credit in Speech 21 or 485.

**485. Speech Correction**—5 hours. Nature of speech defects; training in the diagnosis of individual cases; methods of dealing with the various kinds of defects. Prerequisite: 5 hours of psychology.

**487. Methods in Speech Correction**—2 hours. Organization and management of speech correction program, selection and preparation of materials and teaching aids, adaptation of teaching techniques to the needs of the pupils with speech disorders. Practical experience.

**491. Teaching of Speech in the Secondary School**—2 hours. Credit also as a course in Education for a student whose major is speech. Prerequisite: 20 hours of speech and Education 213, 460, or 468. This course should accompany student teaching.

**493. Teaching of Speech in the Elementary School**—4 hours. Prerequisite: 14 hours of speech.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Religious Literature; Philosophy

**125. The Bible as Literature**—5 hours. Credit in this course may be counted as part of the major in English.

**130. The Life of Jesus**—3 hours.

**360. History of Christianity**—5 hours. Survey of the origin of the Christian religion, and its penetration into all parts of the world.

**362. Problems of Religion**—2 hours. Specific religious problems of those enrolled in the course. A substantial introduction to the field of religious thought through use of a textbook, readings, lectures, class discussions.

**365. Christian Ethics**—3 hours.

**402. Religions of the World**—5 hours. Study of the great religions which hold sway throughout the world. Credit in this course may be counted as a part of a major in history.

**404. Introduction to Religious Ideas**—3 hours. Religious beliefs and the affirmations of the Christian faith in regard to God, Jesus, Bible, Prayer, Immortality.

**406. Introduction to Philosophy**—3 hours. Investigation of the central problems of existence and the techniques of mind that pertain to such an investigation. Scope, purpose, tools, and language of philosophy. Extensive reading of the works of the world's greatest thinkers.

**408. Western Philosophy**—3 hours. The lives and teaching of significant thinkers from Plato to John Dewey. Credit in this course may be counted as part of a major in history.



**426. The Heritage of the Bible**—3 hours. Consideration of the primary document of our religious heritage. Both the Old Testament and the New Testament will be considered without imposing any sectarian or particular point of view upon the student.

**490. Teaching of Religion**—2 hours. Skills and methods in religious education in the local church; also materials for use in small as well as large Sunday Schools.

## Home Economics

Elisabeth Sutherland, Ph.D., Associate Professor of Home Economics and Head of the Department

Ruth A. Allen, M.S., Assistant Professor of Home Economics

Mary Leah Bouldin, M.S., Assistant Professor of Home Economics.

Lela Mae Ping, M.S., Assistant Professor of Home Economics

Ellen Hansen, M.S., Instructor in Home Economics

Mrs. Olive J. Holliday, M.A., Instructor in Home Economics

Bernice I. Janssen, M.S., Instructor in Home Economics

Sarah L. Manning, M.S., Instructor in Home Economics

A major in home economics consists of 45 hours in home economics which must include Home Economics 488 and 490. Also included should be Art 101 and three additional hours in art or Home Economics 416 or 460. In addition to Science 116, 117, 118, and 119, ten hours in physical and biological science must be earned.

A minor in home economics consists of 30 hours and must include Home Economics 488 and 490. The student should select Home Economics 15 or 470; 116 or 475; 21 or 471; 125 or 472; 300 or 435; 61 or 468G.

Courses 15 or 470, 21 or 471, 60, 61, 112, 115, 122, 300, 450, 460 and 461 are especially recommended for a student who wishes to take elective work in home economics.

**15. Clothing I**—5 hours. Analysis of individual problems in planning, selection, and care of the wardrobe. Techniques of clothing construction with application of wardrobe planning to selection of patterns and fabrics used in construction. Recitations, three periods a week; laboratory work, six periods a week.



**21. Food and Nutrition I**—4 hours. Fundamentals of nutrition and their application to the selection of food for the individual. Techniques of food preparation, selection, and serving. No credit for students who have credit in Home Economics 60. Recitations, two periods a week; laboratory work, six periods a week.

**60. Nutrition of Children**—3 hours. Nutrition information of use to the individual not majoring in home economics. Functionally presented to assist teachers in the health education program. No credit for students who have credit in Home Economics 21.

**61. Personal Relationships**—2 hours.

**112. Household Equipment**—3 hours. Selection, design for use, operation and care of household equipment. Recitations and laboratory work, six periods a week. Prerequisite: Science 116.

**115. House Furnishings and Decorations**—3 hours. Practical application of the principles of interior decoration. Prerequisite: Art 101. Recitations and laboratory work, six periods a week.

**116. Clothing II**—3 hours. Planned for the student with some experience. Prerequisite: Home Economics 15. Recitations and laboratory work, six periods a week.

**122. Food Preparation**—2 hours. Laboratory work, six periods a week. Prerequisite or corequisite; Home Economics 60.

**125. Food and Nutrition II**—4 hours. Continuation of Food and Nutrition I with emphasis on the selection of food for family groups. Recitations, two periods a week; laboratory work, six periods a week. Prerequisite: Home Economics 21 or 122.

**300. Child Care I**—3 hours. Study of the infant through pre-school age with **observations in the classroom**. No credit for a student who had credit in Home Economics 435.

**400. Child Care II**—2 hours. Planned to provide directed experience with children of pre-school age. Prerequisite: Home Economics 300 or 435.

**402. Advanced Clothing**—3 hours. Techniques of tailoring suits and coats. Recitations and laboratory work, six periods a week. Prerequisite: Home Economics 116 or 475; 411 recommended.

**410. Textiles**—3 hours. Fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household

fabrics. Recitations, two periods a week; laboratory work, three periods a week.

**411. Costume Design**—2 hours. Application of art principles to the designing of clothing for different types and age groups. Flat pattern making, draping and pattern adaptation. Recitations and laboratory work, four periods a week. Prerequisite: Home Economics 116, or 475. Student must also register for Home Economics 468C—3 credits.

**416. Interior Decoration**—2 hours. Advanced study in the field of home furnishing with special emphasis on ceramics, glassware, silverware and other decorative materials and accessories according to the interest of particular groups. Laboratory activities supplement those of Home Economics 115. Recitations and laboratory work, four periods a week. Prerequisite: Home Economics 115.

**422. Principles of Food Preparation**—4 hours. The physical and chemical properties of food nutrients as they affect the preparation of foods; introduction to current literature. Prerequisite: Home Economics 125 and 5 hours of chemistry. Recitations, two periods a week; laboratory work, six periods a week.

**423. School Lunch**—4 hours. Problems involved in school lunch management, adapted to interest and needs of enrollees. Recitations, two periods a week; laboratory work, six periods a week. Prerequisite: Home Economics 125 or 471.

**435. Child Management**—3 hours. The child from infancy through adolescence. No credit for students who have credit in Home Economics 300. Prerequisite: Education 213, or a course in child psychology.

**450. Home Management**—3 hours. Philosophy of homemaking with stress on time and energy management, house-keeping techniques, and homemaking skills. Management problems in homes. Recitations, two periods a week; laboratory work, three periods a week.

**451. Problems of Consumers**—3 hours. The consumer's role in marketing. Regulations, standards, sources of information, and a detailed study of a few products.

**460. Weaving and Home Crafts**—3 hours. Six periods a week.

**461. Family Finance**—2 hours.

**466. Home Management House**—4 hours. Prerequisite: Home Economics 125 or 471. Home Economics 450 should precede this course. Reservations must be made at least one quarter in advance.



**468. Problems**—2 to 3 hours. Students having a common interest in advanced work in a given area will be organized into a seminar or laboratory class. Students may receive credit only once in a given area; (A) foods, (B) nutrition, (C) clothing, (D) housing, (E) home economics education, (F) adult education, and (G) family relationships. Prerequisite: Approval by the Head of the Department of Home Economics.

**470. Textiles and Clothing I**—5 hours. Designed for students who do not pursue a major in home economics. No credit for a student who has credit in Home Economics 15, 116, or 410. Selection and care of fabrics, and ready-to-wear garments. Laboratory work in fundamentals of clothing construction. Recitations, three periods a week; laboratory work, six periods a week.

**471. Food for the Family I**—3 to 5 hours. No credit for a student who has credit in Home Economics 21, 122, 125, or 422. Food selection, preparation, and serving to meet family requirements. Recitations, one to three periods a week; laboratory work, six periods a week.

**472. Food for the Family II**—3 hours. A laboratory course to permit more experience in food preparation and the serving of meals. Laboratory work, six periods a week. Prerequisite: Home Economics 122 or 471.

**475. Textiles and Clothing II**—3 hours. No credit for a student who has credit in Home Economics 15, 116, 402, or 411. A second course for students who do not major in home economics, offering more experience in clothing construction. Recitation and laboratory work, six periods a week. Prerequisite: Home Economics 470.

**488. Administration of the Home Economics Program**—3 hours. Planning courses of study, units and lessons for students in home economics; planning and equipping the home economics department; and other administrative problems.

**490. Methods in Home Economics**—2 hours. Evaluation of techniques for effective teaching of all areas of home economics. Credit also as a course in education for a student whose major is home economics. Prerequisite: Education 213, 460, or 468; and Home Economics 488. This course should accompany student teaching.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.



## Humanities

The courses in the humanities which are required in the general education program are not offered by a separate department. Instead several departments join in offering them. Except for courses 111, 112, and 113, they will be found listed elsewhere as well as here. These three courses are offered jointly by the departments of Social Science and English and Speech.

All of the courses listed below are required in meeting the general education requirements of the four-year curriculum, with the exception that the student may choose either Philosophy 406 or Religious Literature 426.

**Art 101. Man and Materials—3 hours.** Designed for general education in the field of art. Experimentation with materials to foster an understanding of the interaction between man and such materials as paint, ink, chalk, wood, stone, and metal. Emphasis upon contemporary art forms. Six periods a week.

**Music 130. Exploring Music—3 hours.** Emphasis on: (1) listening to develop the student's comprehension of what music is capable of conveying to him, (2) participating, chiefly through singing, to acquaint the student with some of the fundamental experiences of performing and, (3) creating to further an understanding of the fundamental discriminations and skills involved in the creative process.

**Humanities 111. Ancient Times to the Renaissance—4 hours.**

**Humanities 112. The Renaissance through the French Revolution—4 hours.**

**Humanities 113. The Nineteenth and Twentieth Centuries—4 hours.**

This three-quarter sequence has as its central theme: Man and the great works which form the record of his best efforts. The framework is historical with emphasis upon understanding those periods which have been particularly rich in works of the human spirit. Each of these works is studied against a background of the total culture of the period.

**Philosophy 406. Introduction to Philosophy—3 hours.** Investigation of the central problems of existence and the techniques of mind that pertain to such an investigation. Scope, purpose, tools, and language of philosophy. Extensive reading of the works of the world's greatest thinkers.

**Religious Literature 426. The Heritage of the Bible—3 hours.** Consideration of the primary document of our religious

heritage. Both the Old Testament and the New Testament will be considered without imposing any sectarian or particular point of view upon the student.

## Industrial Arts

Harold G. Palmer, M.A., Associate Professor of Industrial Arts and Head of the Department

Charles H. Bailey, B.S., Professor of Industrial Arts, Emeritus

\*Walter E. Ditzler, M.A., Assistant Professor of Industrial Arts

Willis H. Wagner, M.Ed., Assistant Professor of Industrial Arts

Lewis B. Callahan, M.S., Instructor in Industrial Arts

Edmund D. Crosby, M.A., Instructor in Industrial Arts

Richard L. Crossman, M.S., Instructor in Industrial Arts

Raymond E. Matala, M.A., Instructor in Industrial Arts

Lawrence S. Wright, M.S., Instructor in Industrial Arts

A major in industrial arts must include Industrial Arts 480, 485, and 490 and electives to make a total of not less than 45 hours. The electives may include Art 117 and 125 which count toward the major in industrial arts. It is recommended that the student include Art 125, Industrial Arts 130, and at least one course in each of the following areas: woods, metals, transportation, electricity, graphic arts, and industrial drawing. All of the courses in at least two of these areas should be completed.

The work of a student whose major is industrial arts must include Physics 52.

A minor in industrial arts consists of 25 hours which should include: Industrial Arts 40, 130, 310, 320, 485, and 490; and two of the following courses: 257, 350, 360.

**40. Sheet and Art Metal**—3 hours. Bending, spinning, forming, shaping, fastening, and finishing of cold metals by hand and machine methods. Basic information concerning materials and products of the metals industry as applied to the teaching of industrial arts. Laboratory work, six periods a week.

**130. Introduction to Industrial Arts**—3 hours. Exploration in the use of tools and materials in the areas of housing, transportation, communication, and power. Laboratory work, six periods a week.

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\*On leave.





The West Campus





A Dance in the Commons

**257. Printing**—3 hours. Basic process of printing including hand composition, proofing, operation of the platen press, and general design in printing. Laboratory work, six periods a week.

**310. Planning and Drawing**—5 hours. Lettering, sketching, and the use of instruments as applied to orthographic and pictorial representation. Preparation of working drawings, specifications, bills of material, and operational analysis for the various areas of industrial arts. Laboratory work, ten periods a week.

**311. Machine Drawing**—3 hours. No credit for a student who has entrance credits for two units of mechanical drawing. Sketching and instrument drawings. Emphasis on detail and assembly drawings of machines, including dimensioning, auxiliary views, sections, conventions and representations. Prerequisite: Industrial Arts 310. Laboratory work, six periods a week.

**312. Descriptive Drawing**—2 hours. Descriptive geometry as applied to problems in orthographic projections, intersections, and developments. Introduction to aircraft drawing. Prerequisite: Industrial Arts 311. Laboratory work, four hours a week.

**320. General Woodwork**—3 hours. Hand tools and machines used in simple construction. Uses of materials in industry, in the home, and on the farm. Laboratory work, six periods a week.

**321. Machine Woodwork**—3 hours. Introduction to pattern making, wood turning, and carpentry. Use of common wood-working machinery. Basic problems of design and construction. Laboratory work, six periods a week.

**341. Hot Metals**—3 hours. Gas welding, brazing, burning, and cutting; electric welding, forge, foundry, and heat treating. Materials and products of metal industries as applied to the teaching of industrial arts. Prerequisite: Industrial Arts 40. Laboratory work, six periods a week.

**350. General Electricity**—3 hours. Electrical systems commonly used in industry and in homes. Special attention to electrical problems for industrial arts program. Laboratory work, six periods a week.

**357. Photography**—2 hours. Basic techniques. Types of equipment and materials. Laboratory work, four periods a week.



**360. Auto Mechanics**—3 hours. Care and maintenance of engines and automobiles. Laboratory work, six periods a week.

**362. Aeronautics**—2 hours. Aircraft engines, construction, maintenance, and regulations. Prerequisite: Industrial Arts 360. Laboratory work, four periods a week.

**365. General Farm Mechanics**—5 hours.

**415. Architectural Drawing**—3 hours. Fundamental principles of house planning including the making of sketches, floor plans, elevations, and typical sections. Modern materials, equipment, fixtures, and types of construction. Prerequisite: Industrial Arts 311. Laboratory work, six periods a week.

**425. Advanced Woodwork**—5 hours. Laboratory work, ten periods a week.

**431. Machine Tools**—3 hours. Precision layout and measurement, operation of the milling machine, the shaper, the planer, the lathe, and grinding machines. Laboratory work, six periods a week.

**452. Radio Construction**—2 hours. The building of radio receivers. Prerequisite: Industrial Arts 350. Laboratory work, four periods a week.

**458. Advanced Printing**—3 hours. Silk screen processes, lithography, and bookbinding. Prerequisite: Industrial Arts 257. Laboratory work, six periods a week.

**463. Power Equipment**—3 hours. Technical problems in power equipment, farm machinery, and aircraft. Prerequisite: Industrial Arts 360. Laboratory work, six periods a week.

**480. The Planning and Equipment of the School Shop**—2 hours. Plans for buildings and rooms. Purchase and arrangement of equipment. Suitable equipment for special conditions. The cost of equipment, supplies, and maintenance. Prerequisite: Industrial Arts 310 and 320.

**485. Organization and Administration of Industrial Arts**—3 hours. Objectives of industrial arts for different school levels. Bases of organization. Character of work for different levels and different types of schools. Organization of courses of study and teaching material. Class organization for individual and group work. Prerequisite: Industrial Arts 310, 320, and 321.

**490. The Teaching of Industrial Arts**—2 hours. Credit also as a course in education for a student whose major is industrial arts. Prerequisite: Industrial Arts 310, 311, 320 and 321; and Education 213, or 460, or 468.



520. **Independent Study.** See page 42 for conditions applying to credit for independent study.

## Languages

Ingebrigt, Lillehei, Ph.D., Professor of French and Spanish and Head of the Department

Frank Ivan Merchant, Ph.D., Professor of Latin and Greek, Emeritus

Joseph Schaefer, Ph.D., Professor of German

Edna O. Miller, M.A., Associate Professor of Latin

Ernest H. Kilgore Hillard, M.A., Instructor in French and Spanish

The regular course offerings are in French, German, Latin, and Spanish. Special instruction for individuals or small groups may be arranged in other languages under certain conditions. Instruction may be given in Danish, Italian, Norwegian, and Portuguese, upon request of junior or senior students and the approval of the instructor, the Head of the Department of Languages and the Dean of the Faculty. The amount of credit will be in proportion to the work carried.

Course number 103 in each language, or equivalent, must be completed before credit in that language may be used toward graduation. A full year of a foreign language credit earned in another college may be used in meeting the requirements for graduation even though the total credit is less than 15 hours.

**490. The Teaching of French and Spanish—2 hours.** Credit also as a course in education for a student whose major is French or Spanish. Prerequisite: French 305 and 306 or Spanish 305; and Education 213 or 460 or 468. This course should accompany student teaching.

520. **Independent Study.** See page 42 for conditions applying to credit for independent study.

## French

A major in French must include Language 490 and 38 hours of elective work in French except that 10 hours of credit in Spanish 301 to 402, although not included in the French major line, may be counted as a part of the 38-hour requirement.

Students who have had two years of French in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group (except Language 490) in the sophomore year.

A minor in French consists of at least 20 hours of work in courses in French which are more advanced than French 101.

**101. French I**—5 hours. A course for beginners.

**102. French II**—5 hours. Prerequisite: French 101 or equivalent preparation.

**103. French III**—5 hours. Reading of simple plays and stories. Prerequisite: One year of high school French or equivalent preparation.

**301. Modern French Prose**—3 hours. Selections from fiction and drama. Prerequisite: Two years of high school French or equivalent preparation.

**302. Short French Plays**—2 hours. Reading of French plays suitable for dramatic production in French classes and clubs. Prerequisite: Two years of high school French or equivalent preparation.

**303. French Short Stories**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**304. French Comedies**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**305. Rostand's Cyrano**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**306. French Life**—2 hours. Study of various phases of French life. Prerequisite: French 301 and 302 or equivalent preparation.

**307. French Romantic Novel**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**308. French Romantic Drama**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**309. French Realistic Novel**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**310. French Realistic Drama**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**401. Contemporary French Drama**—3 hours. Lectures with reading of the works of the more recent French dramatists. Prerequisite: French 301 and 302 or equivalent preparation.



**402. Contemporary French Novel**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**403. Composition and Conversation**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**404. Corneille and Moliere**—3 hours. Lectures on the formation and development of the classical formula. Prerequisite: French 301 and 302 or equivalent preparation.

**405. Racine and La Fontaine**—3 hours. The tragedies of Racine and the fables of La Fontaine. Lectures on the classical period. Prerequisite: French 301 and 302 or equivalent preparation.

**406. 18th Century French Literature**—3 hours. The continuation of classicism; the philosophical writers; Rousseau and the beginnings of romanticism. Prerequisite: French 301 and 302 or equivalent preparation.

**407. Victor Hugo**—2 hours. Prose and poetry of Victor Hugo. Prerequisite: French 305 and 306 or equivalent preparation.

**410. History of French Literature**—3 hours. Readings, reports, and lectures. Prerequisite: French 305 and 306 or equivalent preparation.

## German

Students who have had two years of German in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A minor in German consists of at least 20 hours of work in courses in German which are more advanced than German 101.

**101. German I**—5 hours. A course for beginners.

**102. German II**—5 hours. Prerequisite: German 101 or equivalent preparation.

**103. German III**—5 hours. Prerequisite: One year of high-school German or equivalent preparation.

**301. Recent German Prose**—5 hours. Prerequisite: Two years of high-school German or equivalent preparation.

**302. Goethe's Epics**—2 hours. Prerequisite: German 301 or equivalent preparation.

**303. Schiller's Dramas**—5 hours. Prerequisite: German 301 or equivalent preparation.

**304. 19th Century German Drama**—5 hours. Representative works of Heinrich von Kleist, Grillparzer, Hebbel, Ludwig, Anzengruber, and Hauptmann. Prerequisite: German 301 or equivalent preparation.

**305. Contemporary German Literature**—5 hours. Prerequisite: German 301 or equivalent preparation.

**306. German Composition and Conversation**—3 hours. Prerequisite: German 301 or equivalent preparation.

**401. German Lyrics and Ballads**—5 hours. Prerequisite: German 301 or equivalent preparation.

**402. Scientific German**—5 hours. Selections from literature of chemistry, physics, biology, and other sciences. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

**403. Lessing**—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

**404. Goethe**—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

## Latin

A major in Latin must include Latin 490 and 38 hours of elective work in Latin except that 10 hours of credit in French 301 to 410, although not included in the Latin major line, may be counted as a part of the 38-hour requirement. The Latin courses of a major in Latin must be selected from courses 107, 108, 301, 309, 310, 311, 401, and 490.

Students who have met the prerequisites may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

All the work of a minor in Latin (20 hours) must be selected from courses 107, 108, 301, 309, 310, 311, 401, and 490.

**101. Elementary Latin I**—5 hours. A course for beginners.

**102. Elementary Latin II**—5 hours. Prerequisite: One year of high school Latin or Latin 101 or equivalent preparation.

**103. Elementary Latin III**—5 hours. Selections from Caesar's Gallic War. Writing of Latin. Prerequisite: Latin 102 or equivalent.

**104. Cicero's Orations I**—5 hours. Selections from the orations against Catiline. Review of Latin grammar. Writing of Latin. Prerequisite: Two years of high school Latin or Latin 103 or equivalent preparation.

**107. Vergil I**—5 hours. Selections from the Aeneid. Prerequisite: Three years of high school Latin or Latin 104 or equivalent preparation.

**108. Vergil II**—5 hours. Prerequisite: Half-year of Vergil in high school or Latin 107.

**301. Livy**—5 hours. Prerequisite: Latin 309 or equivalent preparation.

**309. Cicero's Cato Major**—5 hours. Translation with special study of the process of understanding and translating Latin. Review of Latin grammar. Composition exercises involving systematic drill in syntax. Prerequisite: Four years of high school Latin or equivalent preparation.

**310. Pliny's Letters**—5 hours. Prerequisite: Four years of high school Latin or equivalent preparation.

**311. Epodes and Odes of Horace**—5 hours. Prerequisite: Latin 309 or equivalent preparation.

**401. Plautus, Terence, Catullus, Cicero's Letters, Vergil's Bucolics, Vergil's Georgics, Satires of Horace, Epistles of Horace, Tibullus, Propertius, the Agricola of Tacitus, The Annals of Tacitus, Juvenal**—2 to 25 hours. Prerequisite: Latin 309 or equivalent preparation.

**490. The Teaching of Latin**—2 hours. Credit also as a course in education for a student whose major is in Latin. Prerequisite: Latin 309 or equivalent preparation and Education 213 or 460 or 468. This course should accompany student teaching.

## Spanish

Students who have had two years of Spanish in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A major in Spanish must include Language 490 and 38 hours of elective work in Spanish except that 10 hours of credit in French 301 to 410, though not included in the Spanish major line, may be counted as a part of the 38-hour requirement.



A minor in Spanish consists of at least 20 hours of work in courses in Spanish which are more advanced than Spanish 101.

101. **Spanish I**—5 hours. A course for beginners.

102. **Spanish II**—5 hours. Prerequisite: Spanish 101 or equivalent preparation.

103. **Spanish III**—5 hours. Reading of easy prose. Emphasis on understanding spoken and written Spanish. Prerequisite: One year of high school Spanish or equivalent preparation.

301. **Spanish Prose**—3 hours. Selections from fiction and drama of the nineteenth century. Prerequisite: Two years of high school Spanish or equivalent preparation.

302. **Spanish Short Stories**—2 hours. Prerequisite: Two years of high school Spanish or equivalent preparation.

303. **Modern Spanish Novel**—3 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

304. **Spanish-American Life**—2 hours. Lectures on the life and customs of the Spanish people and their contribution to civilization. Prerequisite: Spanish 301 and 302 or equivalent preparation.

305. **Contemporary Spanish Drama**—3 hours. Plays of Benavente, Martinez-Sierra and Quintero. Prerequisite: Spanish 301 and 302 or equivalent preparation.

307. **Contemporary Spanish Authors**—2 hours. Representative novels, dramas, and essays selected. Prerequisite: Spanish 301 and 302 or equivalent preparation.

401. **Don Quixote**—3 hours. The life of Cervantes. Selected chapters of the Don Quixote with reports on additional reading. Prerequisite: Spanish 301 and 302 or equivalent preparation.

402. **History of Spanish Literature**—2 hours. General survey course with emphasis upon important literary movements and writers. Prerequisite: Spanish 301 and 302 or equivalent preparation.

403. **Spanish Classical Drama**—3 hours. Lope de Vega, Tirso de Molina, and Calderon. Prerequisite: Spanish 303 and 304 or equivalent preparation.

405. **Galdos**—3 hours. Novels and plays of Galdos. Prerequisite: Spanish 301 and 302 or equivalent preparation.

406. **Spanish-American Literature**—3 hours. A general survey designed to give an idea of the letters of the various countries of Spanish-America. Prerequisite: Spanish 303 and 304 or equivalent preparation.

408. **The Plays of Benavente**—3 hours. The plays and dramatic technique of the leading contemporary dramatist of Spain. Prerequisite: Spanish 301 and 302 or equivalent preparation.

410. **Spanish Composition**—2 hours. Prerequisite: Spanish 303 and 304 or equivalent preparation.

412. **Romantic Novels and Plays**—2 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

## Courses Presented in the English Language

451. **French Drama in English**—3 hours. A survey with lectures in English and collateral reading of English translations.

453. **German Literature**—3 hours. A survey revealing characteristics of German language, literature, and peoples. Readings in English of epics, dramas, and novels.

455. **History of Latin Literature**—3 hours. Survey of Latin literature from its beginnings to the end of the silver age. Contribution of the Romans to world thought. Readings in English of representative authors.

457. **Spanish Civilization**—3 hours. Social and political background of the Spanish peoples and their contributions to world culture.

459. **Spanish Literature**—2 hours. Lectures in English with readings from English translations of Spanish classics.

461. **Norwegian Literature**—3 hours. Literature of the nineteenth and twentieth centuries in English translation. The principal works in fiction and drama of such authors as Ibsen, Bjornson, Garborg, Hamsun, and Undset. Lectures on the historical, linguistic, and cultural background.

## Courses in Diction

The following courses are offered without credit to students who wish to improve their diction in these languages. Classes

meet for one hour per week. Though intended primarily for students of music, they may be taken by others.

01. French Diction.

02. German Diction.

03. Italian Diction.

## Library Science

Marybelle McClelland, M.S., Head Librarian

Rowena A. Edwards, Cataloguer, Emeritus, Part-time Service

Evelyn J. Mullins, B.S., Order Librarian

Irene A. Ehresman, B.A., Periodicals and Extension Librarian

Clara Evelyn Campbell, M.S., Juvenile Librarian

Mary Dieterich, B.S., Reference Librarian

Margaret G. Fullerton, B.S., Head Cataloguer

Lauretta G. McCusker, B.A., Instructor in Library Science

Mrs. Ada McLeod, B.S. Instructor in Library Science

Mary L. Cooper, B.S., Circulation Librarian

A major in library science consists of at least 36 hours which must include Library Science 110, 320, 323, 330, 332, 435, and 490. Students primarily interested in the elementary school field will also take Library Science 440; those whose interests are chiefly in the secondary school field will take Library Science 450 and 452. The remaining work may be chosen from other courses in library science or from the following: Education 443, 462, or 480; Art 330.

A minor in library science consists of 24 hours which must include Library Science 110, 320, 323, 330, 332, 435 and 490; and either 440, or 450 and 452.

**110. Library Orientation**—1 hour. The use of the library and its resources. Special emphasis on bibliography and the collection of material for research work.

**320. Library Administration I**—3 hours. The objectives and functions of the library; development of the school library program; cooperation between libraries and the school librarian; library standards for location and equipment; financial support and publicity.



**323. Library Technical Processes I—3 hours.** No credit for a student who has credit for Library Science 333. Procedures of organizing the book collection including accessioning, shelf listing, inventory, order work, circulation, filing, and adapting of printed catalog cards. Prerequisite: Business Education 145 or equivalent preparation.

**330. Library Technical Processes II—3 hours.** Principles of cataloging and classification according to the Dewey Decimal system; assignment of subject headings and practice in making a dictionary catalog. Adaptation of the Dewey Decimal system to the needs of various sizes and types of libraries. Prerequisite: Library Science 323.

**332. Book Selection Procedures—2 hours.** The building of a well-rounded book collection. Evaluative criteria for the selection of library books and other materials; problems of binding, book repair and weeding; examination of standard book lists and reviewing media; study and practice of book reviewing.

**420. Library Administration II—3 hours.** Problems in the centralization of classroom libraries; i.e., the basic book collection needed; the determination of library policies; cost of adequate school library service; sources of funds and the library budget; planning and equipping the library quarters. Prerequisite: Library Science 320.

**435. Reference—5 hours.** Study of reference books and tools; compiling and use of bibliographies; use of library materials in reference work; cooperation between the librarian and the subject teacher.

**440. Library Materials for Children—5 hours.** Reading interests of children; books and periodicals for younger children; useful recordings, films, and pictures. Brief history of children's literature.

**450. Book Selection I—3 hours.** Literature of the humanities and the social studies. Reading and evaluation of recreational and curricular-enrichment books in the fields of art, music, literature, and the social studies on the secondary level. Examination of audio-visual materials.

**452. Book Selection II—2 hours.** Literature of science and technology. Reading and evaluation of recreational and curricular-enrichment books in the fields of pure and applied science, industry, and commerce. Examination of audio-visual materials.

**462. History of Books—2 hours.** The historic development of the library and the influence exerted on it by the develop-

ment of the alphabet, manuscript writing, and the invention and spread of printing. Emphasis on the relation of the library to social conditions of the various periods studied.

**490. Teaching the Use of Libraries**—2 hours. Credit also as a course in education for a student whose major is library science. Methods of teaching library skills. Materials for use in preparing class assignments, engaging in extra-curricular activities, and pursuing individual interests.

## Mathematics

Henry Van Engen, Ph.D., Professor of Mathematics and Head of the Department

Irvin Brune, Ph.D., Associate Professor of Mathematics

E. W. Hamilton, M.A., Assistant Professor of Mathematics

Robert S. Lankton, M.A., Assistant Professor of Mathematics

Fred W. Lott, M.A., Assistant Professor of Mathematics

E. Glenadine Gibb, M.A., Instructor in Mathematics

George L. Keppers, M.A., Instructor in Mathematics

Augusta Schurrer, M.A., Instructor in Mathematics

A major in mathematics consists of at least 42 hours of work in mathematics which should include Mathematics 417, 490, and two courses from 304, 306, and 320.

A minor in mathematics consists of at least 23 hours of work in mathematics which should include Mathematics 102 and at least one course chosen from courses 304, 306, and 320.

Students who have had one year of algebra and one year of geometry in high school, or its equivalent, and who have met the course prerequisites may take Mathematics 415, 416, and 417 in the sophomore year.

## Course for General Education

**114. Mathematics for General Education**—4 hours. Introduces (1) the postulational method of mathematics in very simple geometric and non-geometric situations and, (2) the symbolism of algebra by means of formulas and equations encountered in various applications of mathematics.



## Courses Designed for Elementary Teachers

**11. Mathematics for Elementary Grades—2 or 3 hours.**

**322. The Teaching of Kindergarten-Primary Grade Arithmetic—2 hours.**

**408. Teaching of Elementary School Arithmetic—5 hours.** Organization of subject matter; the relation of arithmetic to the whole curriculum; evaluation of teaching procedures; the testing program.

**432. Special Studies in Arithmetic—2 hours.** A detailed consideration of those studies in the field of arithmetic, which have influenced arithmetic instruction. Special emphasis on more recent trends. Prerequisite or corequisite: Mathematics 322 or 408.

**483. History of Arithmetic—3 hours.** The development of the Hindu-Arabic number system and other number systems of historical significance. The historical and social origins of the algorisms of arithmetic and the history of the methods of teaching the subject.

**485. Clinical Practice in Arithmetic—5 hours.** An opportunity will be given for students to work with clinical cases under guidance; diagnosis, planning and putting into operation an instructional program in arithmetic for a limited number of pupils; evaluation of the program. Prerequisite: Mathematics 322 or 408.

## Courses Designed for Secondary Teachers

**20. Intermediate Algebra—5 hours.** No credit toward a major or minor in mathematics. This course covers those aspects of algebra usually studied in intermediate algebra in the high school. It consists of a study of linear and quadratic functions and their graphs, solution of quadratic equations, linear equations in two unknowns, fractional equations, special products and factoring, irrational and imaginary numbers.

**30. Plane Geometry—5 hours.** No credit toward a major or minor in mathematics. This course covers the essential features of a beginning plane geometry course. It includes emphasis on the following concepts: deductive and inductive proof,



direct and indirect proofs, converses and their relation to the original proposition. It covers the basic theorems of congruence, parallel lines, quadrilaterals and polygons, similar figures, and properties of special triangles.

100. **\*College Algebra**—5 hours. Prerequisite: Mathematics 20 or competence demonstrated by test.

101. **\*Trigonometry**—5 hours. Trigonometry and continuation of college algebra. Prerequisite: Mathematics 100 or competence demonstrated by test.

102. **Analytic Geometry**—5 hours. Analytical geometry and allied topics. Prerequisite: Mathematics 101 or competence demonstrated by test.

304. **Mathematics of Measurement**—3 hours. Principles and operations; field practice in measurement; leveling. Prerequisite: Mathematics 101. Four periods a week.

306. **College Geometry**—5 hours. Theorems and concepts more advanced than those of high school geometry. Original exercises emphasized. Construction work and generalizations relating to high school geometry. The circle, triangle, and constructions with ruler and compasses. Prerequisite: 15 hours of mathematics.

307. **Mathematics of Finance**—3 hours. Sinking funds, depreciation, bonds, building and loan associations, and life insurance. Prerequisite: Mathematics 100 or consent of instructor.

309. **Advanced College Algebra**—5 hours. Selected topics in elementary theory of equations, determinants, and matrices. Prerequisite: Mathematics 102.

310. **Solid Analytic Geometry**—3 hours. A continuation of Mathematics 102. Particular attention to transformation and determinants as related to the analytical geometry of three dimensions as well as a further study of coordinate systems. Prerequisite: Mathematics 102.

320. **Foundations of Mathematics**—3 hours. The postulational approach applied to plane geometry and algebra. Designed to be of value to prospective secondary school teachers. Prerequisite: 15 hours of mathematics.

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\*Students presenting one-half unit of entrance credit in trigonometry, or two units of entrance credit in algebra, may be excused from Mathematics 100 or 101 upon furnishing satisfactory evidence of mastery of the basic ideas of trigonometry or algebra. In either case, see your adviser and the Head of the Department of Mathematics.

**405. Differential Equations**—5 hours. Differential equations of the first order and linear equations with constant coefficients; emphasis upon forms occurring in mechanics and physics. Prerequisite: Mathematics 417.

**406. Statistical Measurements**—5 hours. Introduction to the mathematics of statistical methods. Some knowledge of calculus is desirable. Prerequisite: Mathematics 100 and 101 or equivalent preparation.

**407. History of Mathematics**—3 hours. Prerequisite: 15 hours of mathematics.

**410. Materials in Secondary Mathematics**—3 hours. Prerequisite: Two courses in college mathematics and Education 213 or 460 or 468.

**415. Calculus I**—5 hours. Differential calculus with applications. Prerequisite: Mathematics 102.

**416. Calculus II**—5 hours. Integral calculus. Prerequisite: Mathematics 415.

**417. Calculus III**—5 hours. Taylor's theorem, series, theorem of the mean, partial differentiation, practical applications, easy differential equations. Prerequisite: Mathematics 416.

**440. Introduction to Modern Algebra**—5 hours. The concepts of ring, group, and field are introduced and used to explore selected topics in the theory of numbers and the theory of equations. Designed for mathematically mature students.

**453. Mathematics Laboratory**—3 hours. The design, construction, and use of visual aids and other instructional materials used in elementary, junior high, and senior high mathematics departments. Six periods a week.

**473. Philosophy of Mathematics**—3 hours. This course is designed to compare the structure and methods of mathematics with the structure and methods of other fields of study; to note the interaction of developments in mathematics, philosophy, the physical and biological sciences, and other fields, thereby enabling the student to better integrate mathematics with other humanistic pursuits. The course is designed for mathematically mature or philosophically mature students.

**481. Reading in Mathematical Literature**—1 hour. Topics selected from current literature, mathematical books, or books related to mathematics which are of value to mathematics majors and minors but not usually considered in routine course work. May be taken several times for credit. Prerequisite: Consent of the Head of the Department of Mathematics.



**490. The Teaching of Secondary Mathematics—4 hours.** Credit also as a course in education for a student whose major is mathematics. Student teaching should accompany this course. Prerequisite: 15 hours of mathematics and Education 213, 460, or 468.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Music

Edward Kurtz, D.Mus., Professor of Violin and Composition and Head of the Department

Frank W. Hill, M.Mus., Associate Professor of Violin, Viola and Theory

Harald B. Holst, M.Mus., Associate Professor of Voice

Rose Lena Ruegnitz, M.Mus., Associate Professor of Piano

\*Myron Russell, M.Mus., Associate Professor of Wood-wind Instruments

Roland Searight, M.A., Associate Professor of Violoncello and Conducting

Olive L. Barker, M.A., Assistant Professor of Voice

Russell N. Baum, M.Mus., Assistant Professor of Piano

Jane Birkhead, M.A., Assistant Professor of Voice

Emil W. Bock, M.Mus., Assistant Professor of Violin

Arthur Christmann, S.M.D., Temporary Assistant Professor of Wood-wind Instruments

Maurice Gerow, M.M., Assistant Professor of Music Education

Henry Harris, B.Mus., Assistant Professor of Piano

William P. Latham, M.Mus., Assistant Professor of Brass Instruments

\*John W. Mitchell, M.Mus.Ed., Assistant Professor of Music Education

Willard A. Starkey, M.Mus., Assistant Professor of Instrumental Music

Ellen M. Aakvik, M.Mus., Instructor in Piano

\*Mary Green, B.Mus., Instructor in Theory and Harp

LaVerne Hodges, M.Mus.Ed., Temporary Instructor in Theory and Harp

\*Karl M. Holvik, M.A., Instructor in Wood-wind Instruments

Elwood J. Keister, M.Mus., Instructor in Voice

Mrs. Gloria B. Keister, M.Mus., Temporary Instructor in Piano

David E. Kennedy, M.Mus., Instructor in Brass Instruments and Theory

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\*On leave.



Mrs. Margaret Klein, M.Mus.Ed., Instructor in Music Education and Librarian

\*R. Jane Mauck, M.Mus., Instructor in Voice

Mrs. Jvone L. Maxwell, M.Mus., Temporary Instructor in Piano

John Powell, M.A., Instructor in Voice

Lester Rumbaugh, M.A., Temporary Instructor in Music Education

George W. Samson, Instructor in Organ and Piano

Howard M. Street, M.Mus., Instructor in Music Education

A student whose major is music must take Language Diction courses 01, 02, and 03 except that the student who has credit in a foreign language may omit the diction course in that language.

A major in music must include 24 hours in applied music, 39 hours in music theory, 10 hours in music methods, and Music 502. The student must select a field of applied music (known as the applied major field) for specialization, and must pass an examination including Grade XII in this field. He must make a public appearance in the applied major field.

A student whose major is in music may receive three hours of credit per quarter in applied music by taking three lessons a week. Any student may receive two hours of credit per quarter in applied music by taking two lessons a week.

Activities: The department maintains a symphony orchestra which presents standard symphonic works; a marching band; a concert band; a chorus; an a cappella choir; and string, wood-wind, and brass ensembles. An oratorio is given before the Christmas recess by the chorus and orchestra, and a Spring Festival is presented by the chorus and orchestra in May. String ensemble classes study and present in public several times each year standard ensemble literature such as trios, quartets, quintets, etc. Opportunities for participation in any one or all of these activities is afforded all students in the college as well as those whose major is in music. Opportunity is given all of these groups, as well as individual students, for radio performance over the college radio studios. Student recitals are given Friday of each week in Gilchrist Hall. Throughout the year, Leisure Time Hour faculty recitals are given at the college.

One hour of credit may be earned by a student who completes an academic year (3 quarters) in either band, orchestra, or chorus. No credit is allowed unless participation is continuous for a full academic year. Credit may be reported only at the close of the spring quarter. Not more than two hours of

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\* On Leave

such credit may be used in meeting the requirements of the two-year curriculum or more than four hours in meeting degree requirements.

A concert course by celebrated artists is sponsored by the college affording opportunities for students to hear the best in music.

A minor in music consists of 25 hours of credit in music including Music 113, 114, 115, 308, and 317. Credit in band, orchestra, or chorus may not be used in meeting the requirements of the minor.

## Course for General Education

**130. Exploring Music**—3 hours. Emphasis on: (1) listening to develop the student's comprehension of what music is capable of conveying to him, (2) participating, chiefly through singing, to acquaint the student with some of the fundamental experiences of performing and, (3) creating to further an understanding of the fundamental discriminations and skills involved in the creative process.

## Course for Elementary Teachers

**10. Elements of Music**—2 hours. Introduction to school music: singing, rhythmic development, and elementary theory. One hour per week is devoted to class work in voice, from which students showing proficiency may be excused. Daily.

**12. Music for Elementary Grades**—2 hours. Training in singing; sight singing, ear training, and dictation; elementary conducting; materials. Prerequisite: Music 10 or equivalent preparation. One hour per week is devoted to class work in piano, from which students showing proficiency in piano may be excused. Daily.

## Music Theory

**113. Aural Theory I**—3 hours. Eurythmics. Elementary theory. Simple rhythmic and melodic dictation. Sight singing of folk songs. Elementary keyboard harmony. Daily.

**114. Aural Theory II**—3 hours. Sight singing of melodies involving chromatic difficulties. Melodic dictation in major and minor with modulations to nearly related keys. Harmonic dictation using principal triads in root position and in inversions. More advanced keyboard harmony using cadence formulas



and modulations. Rhythmic dictation involving syncopation. Prerequisite: Music 113. Daily.

**115. Aural Theory III**—3 hours. Introduction to part writing. Advanced harmonic dictation using secondary triads, all inversions and modulations. Melodic dictation in major and minor modulating to all related keys and involving more difficult leaps and rhythms. Keyboard harmony continued, including harmonization of simple tunes and figured basses at sight and modulating to all keys. Introduction of alto and tenor clefs in sight singing. Singing of part songs at sight. Prerequisite: Music 114. Daily.

**308. Harmony I**—3 hours. A course designed to familiarize the student with the construction and manipulation of all types of seventh chords and ninth chords, and chromatic alterations of fundamental harmonies. Harmonic analysis, keyboard harmonization, and aural perception of chords in harmonic progressions are emphasized. Prerequisite: Music 115.

**317. Harmony II**—3 hours. Continued written and aural drill on harmonic techniques of the eighteenth and nineteenth centuries, with emphasis on practical application to the keyboard. Prerequisite: Music 308.

**318. Harmony III**—3 hours. A study of modern harmonic devices, classification and evolution of modern harmonies. A study of the harmonic contributions of contemporary composers. Emphasis on original examples of such devices as polytonality, chord-building by fourths and whole-tone writing. Modal harmonies and duodecuple construction. Prerequisite: Music 317.

**403. Counterpoint I**—2 hours. The species in two, three, and four parts. Motive development and imitation. Original work with early polyphonic forms. Prerequisite: Music 317.

**404. Counterpoint II**—2 hours. Inventions and choral forms. Analysis of the Bach two-part inventions and organ choral preludes. Prerequisite: Music 403.

**405. Counterpoint III**—2 hours. Canon and fugue. Analysis of Bach's Well-Tempered Clavichord. Prerequisite: Music 404.

**409. \*Orchestration I**—1 hour. Study of the various choirs in the orchestra. Prerequisite: Music 317.

**410. \*Orchestration II**—1 hour. Arrangements for small and large orchestras. Prerequisite: Music 409.

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\*Music 411 must be completed before credit for Music 409 and 410 may be used in meeting the requirements for graduation.



**411. Orchestration III**—1 hour. Study, arrangement, and preparation of orchestral scores. Prerequisite: Music 410.

**412. Conducting**—3 hours. Baton techniques, score reading; practice in conducting. Prerequisite: Music 10, 17, or 113. Three periods a week.

**414. \*\*Composition I**—1 hour. The phrase and its development and harmonic equipment. The period form single and double. Prerequisite: Music 317.

**415. \*\*Composition II**—1 hour. The song forms; the two-part and three-part song forms. Prerequisite: Music 414.

**416. Composition III**—1 hour. Compound song forms and various styles of composition in homophonic forms. Prerequisite: Music 415.

**435. Music History and Literature I**—2 hours. Survey of the development of music from its primitive origins through classical antiquity up to the end of the eighteenth century. Music literature from the Gregorian chant to the Mozart symphonies and the operas of Gluck studied by means of phonograph records and slides. Three periods a week.

**436. Music History and Literature II**—2 hours. Music of the nineteenth century. Literature from Beethoven to Debussy. Development of romanticism, nationalism, program music. The music dramas of Wagner. Three periods a week.

**437. Music History and Literature III**—2 hours. Music of the twentieth century in all countries including the growth of music in the United States and Latin America. Three periods a week.

**441. \*Form and Analysis I**—1 hour. No credit for a student who has credit in Music 406. Study of simple homophonic forms. Analysis Goetschius edition of Mendelssohn's **Songs Without Words**.

**442. \*Form and Analysis II**—1 hour. No credit for a student who has credit in Music 406. Variation and Rondo forms. Analysis of Beethoven, Mozart, Haydn piano sonatas.

**443. \*Form and Analysis III**—1 hour. No credit for a student who has credit in Music 406. Sonata-allegro form. Symphony, concerto, tone-poem. Works of Beethoven, Mozart, Haydn, Brahms, Strauss, and 20th century composers analyzed.

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**\*\*Music 416 or 443 must be completed before credit for Music 414 or 415 may be used in meeting the requirements for graduation.**

**\*Music 433 or 416 must be completed before credit for Music 441 or 442 may be used in meeting the requirements for graduation.**

## Music Methods

**400. School Music Methods I**—2 hours. Materials and methods for kindergarten and primary grades. Prerequisite: Music 10, 17, or 113.

**402. School Music Methods II**—2 hours. No credit for a student who has credit for Music 12. Materials and methods for intermediate grades. Prerequisite: Music 10, 17, or 113.

**408. School Music Methods III**—3 hours. Materials and methods for junior and senior high schools. Prerequisite: Music 10, 17, or 113.

**413. Band Management**—3 hours. Development of school bands, marching and drill maneuvers; arrangement and preparation of band scores. Three periods a week.

**431. Orchestral Materials**—2 hours. A study of elementary and advanced orchestral literature. Designed for instrumental majors.

**432. Band Materials**—2 hours. An analysis of solos and studies for all wood-wind and brass instruments, as well as small group, large group, and full band ensembles. Designed for instrumental majors.

**472. Choral Directing**—2 hours.

**485. Opera Production**—2 hours.

**490. Supervision of Music**—2 hours. Credit also as a course in education for a student whose major is in the field of music. History of public school music in the United States. The present school music curriculum. Criteria for the evaluation of music teaching and problems of supervising the music program. Prerequisite: 20 hours of credit in music and Education 213, 460, or 468. This course should accompany student teaching.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Applied Music

**Individual Lessons:** For each hour of credit the work in applied music requires one lesson a week for one quarter. A student whose major is music may earn three hours of credit by taking three lessons a week. The student must show improvement as the work in any line progresses.

**120, 320, 420. Applied Music**—(Voice)



121, 321, 421. **Applied Music**—(Piano or organ)

122, 322, 422. **Applied Music**—(Stringed instrument)

123, 323, 423. **Applied Music**—(Wood-wind or brass instrument)

124, 324, 424. **Applied Music**—(Percussion instrument)

**Group Lessons:** The following courses are offered for credit as indicated only to students whose major or minor is in music. The work consists of class study of the instrument including its selection and care. Each class meets two periods a week.

300. **Orchestral Instruments I**—1 hour. Cello, Bass.

302. **Orchestral Instruments II**—1 hour. Clarinet.

303. **Orchestral Instruments III**—1 hour. Brass Instruments.

304. **Orchestral Instruments IV**—1 hour. Flute, Saxophone, Percussion.

305. **Orchestral Instruments V**—1 hour. Oboe, Bassoon.

306. **Orchestral Instruments VI**—1 hour. Violin, Viola.

502. **Senior Recital**—2 hours.

### **Note**

String ensembles for the study and performance of sonatas, trios, quartets, and quintets is provided for students in violin, viola, cello, bass, harp, and piano. Wood-wind and brass ensemble for work of a similar nature is provided for students in wood-wind and brass instruments.

Students may also receive credit in band, chorus, or orchestra.

See page 113 for limitations. Numbers are assigned as follows depending on the student's classification.

151, 351, 451—Band, 1 hour

152, 352, 452—Chorus, 1 hour

153, 353, 453—Orchestra, 1 hour

## Physical Education for Men

- L. L. Mendenhall, M.A., Professor of Physical Education for Men and Head of the Department  
James R. Clark, Ph.D., Associate Professor of Physical Education for Men  
Arthur Dickinson, M.A., Assistant Professor of Physical Education for Men  
David H. McCuskey, M.A., Assistant Professor of Physical Education for Men  
Oliver M. Nordly, B.A., Assistant Professor of Physical Education for Men  
Clyde L. Starbeck, B.S., Assistant Professor of Physical Education for Men.  
Lawrence W. Whitford, M.A., Assistant Professor of Physical Education for Men  
Don Barnhart, M.A., Instructor in Physical Education for Men  
Cecil P. Cameron, M.A., Instructor in Physical Education for Men

A major in physical education (men) must include Physical Education 300, 351, 352, 353, 354, 407, 451, 452, 455, 456, 457, 463, 471, 472, 473, and 490.

The work of a student whose major is physical education (men) must include Biological Science 111.

A minor in physical education (men) must include Physical Education 455, 456, 457, and 473; courses in Football, Baseball, Basketball, Track and Field, and electives to make a total of at least 20 hours.

During one of the first four quarters in residence, men students who have not passed a swimming test given by the department must complete a course in swimming.

## Courses Offered to Both Men and Women

**113. Physical Education for Elementary Grades—3 hours.** Recitations, two periods a week; laboratory work, three periods a week.

**300. Anatomy—5 hours.** Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

**301. Kinesiology—3 hours.** Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Prerequisite or corequisite: Physical Education 300.



**407. School Health Problems—3 hours.** No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Biological Science 111.

**408. Therapeutic Exercise—2 hours.** Theory and practice of posture examination, remedial posture measures, and massage in the school program. Prerequisite: Physical Education 300, 301, and Biological Science 111.

**410. Physiology of Exercise—3 hours.** Effects of exercise upon the various organic functions of the body. A comparison of strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 111.

**421. Testing in Physical Education—1 hour.** Giving and scoring of standardized tests in Physical Education, tabulation and interpretation of results. Prerequisite: Physical Education 492 and permission of the instructor.

**471. History and Principles of Physical Education—3 hours.** For women this course must be accompanied by two hours of laboratory as arranged.

**492. Tests and Measurements in Physical Education—2 hours.** Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education. Prerequisite: Education 213 or 460. This course should accompany student teaching.

## Courses Offered to Men

### 01. Physical Education.

The work in Physical Education 01 required of all men students is selected from the following courses: badminton, baseball, basketball, boxing, cross country, diamond-ball, floor and mat work, football, games, golf, gymnastics, handball, modified activities, six-man football, soccer, softball, speedball, beginning swimming, advanced swimming, tennis, touch football, track and field, volleyball, and wrestling.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advance approval of the heads of both departments and the Dean of the Faculty is required.

**07. Military Survey**—2 hours. Designed particularly for men who expect to enter the armed services. Lecture and recitation, two periods a week; laboratory and field work, two periods a week.

**351. Football I**—2 hours. Daily.

**352. Basketball I**—2 hours. Daily.

**353. Baseball**—2 hours. Daily.

**354. Track and Field**—2 hours. Daily.

**451. Football II**—2 hours. Daily.

**452. Basketball II**—2 hours. Daily.

**455. Gymnastics**—2 hours. Gymnastic marching, Elementary exercises on bars, horse, mats, and other apparatus. Daily.

**456. Swimming**—2 hours. Daily.

**457. Activities for Schools**—2 hours. Activities suitable for the growing child at different age levels. Daily.

**458. Wrestling**—2 hours. Daily.

**459. Recreational Leadership**—2 hours. City, county, state, and national organizations promoting recreational activities. Playground equipment and programs.

**463. Training and First Aid**—2 hours. Diet; treatment of injuries; massage and bandaging; lectures; demonstrations, and practice.

**472. Supervision of Physical Education**—3 hours. This course must be taken in conjunction with Methods in Physical Education. Prerequisite: Physical Education 351 or 451 and 352 or 452.

**473. Organization and Administration of Physical Education**—3 hours.

**490. Methods in Physical Education**—2 hours. Credit also as a course in education for a student whose major is physical education (men). This course must be taken in conjunction with supervision of Physical Education. Prerequisite: Education 213 or 460. This course should accompany student teaching.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.



## Physical Education for Women

Jean Bontz, Ph.D., Associate Professor of Physical Education for Women and Head of the Department

Doris E. White, M.A., Associate Professor of Physical Education for Women

Dorothy L. Moon, M.A., Assistant Professor of Physical Education for Women

Thelma Short, M.A., Assistant Professor of Physical Education for Women

Grace Van Ness, M.A., Assistant Professor of Physical Education for Women

Shirley Winsberg, M.S., Assistant Professor of Physical Education for Women

Joyce Marion Anderson, M.S., Instructor in Physical Education for Women

Jean A. Burgess, M.A., Instructor in Physical Education for Women

Elinor Ann Crawford, M.A., Instructor in Physical Education for Women

Betty Swanson, M.S., Instructor in Physical Education for Women

Barbara Walz, M.A., Instructor in Physical Education for Women

Barbara Yager, M.A., Instructor in Physical Education for Women

A major in physical education (women) consists of 52 hours in physical education which should include Physical Education 300, 301, 306, 401, 407, 408, 471, 492, and eight hours of methods in seasonal sports. Each student should complete three quarters of each of the following: Physical Education 06, 07, 08, 09.

The work of a student whose major is physical education (women) must include Biological Science 100 and 111; and one hour of applied music in piano.

A minor in physical education (women) consists of 21 hours in physical education, including Physical Education 300, 305, or 306, 471, five hours of work selected from methods in seasonal sports and at least six quarters of Physical Education 06, 07, 08, or 09. It is suggested that students consult with the Head of the Department in choosing the six quarters best suited to the individual's needs.

## Courses Offered to Both Men and Women

**113. Physical Education for Elementary Grades—3 hours.** Daily. Interpretation of materials and study of teaching methods suitable for elementary school physical education. Experience in activities and program planning.

**300. Anatomy—5 hours.** Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

**301. Kinesiology—4 hours.** Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Prerequisite: Physical Education 300. Recitation, three periods a week; laboratory, two periods a week.

**407. School Health Problems—3 hours.** No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Biological Science 111.

**408. Therapeutic Exercise—3 hours.** Theory and practice of posture examination, the posture program and remedial posture exercise in the school; the recreational sports program for the handicapped child; theory and techniques of massage. Prerequisite: Physical Education 300, 301, and Biological Science 111. Four periods a week.

**410. Physiology of Exercise—3 hours.** Effects of exercise upon the various organic functions of the body. A comparison of strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 111.

**421. Testing in Physical Education—1 hour.** Giving and scoring of standardized tests in physical education; tabulation and interpretation of results. Prerequisite: Physical Education 492 and permission of the instructor.

**471. History and Principles of Physical Education—3 hours.** For women this course must be accompanied by two hours of laboratory as arranged.

**492. Tests and Measurements in Physical Education—3 hours.** Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education.



## Courses Offered to Women

### 01. Physical Education.

The work in Physical Education 01 required of all women students is selected from the following courses:

**Group Games and Team Sports:** beginning basketball, advanced basketball, fieldball, games (representative activities for various age groups), simple team games (mainly the lead-up games to the major sports), beginning hockey, advanced hockey, beginning soccer, advanced soccer, beginning softball, advanced softball, speedball, beginning volleyball, and advanced volleyball.

**Individual and Dual Activities:** beginning archery, advanced archery, archery golf, indoor archery, badminton, bowling, canoeing, beginning golf, intermediate golf, horseback riding, ice skating, outing activities, recreational games (handball, table tennis, deck tennis, etc.), stunts and contests, beginning swimming, first intermediate swimming, second intermediate swimming, advanced swimming, diving, lifesaving, beginning tennis, intermediate tennis, advanced tennis, track and field, and winter sports.

**Rhythmic Activities:** beginning folk dance, intermediate folk dance, advanced folk dance, beginning modern dance, intermediate modern dance, advanced modern dance, beginning social dance, advanced social dance, rhythmic form and analysis, beginning tap and clog, intermediate tap and clog, and American country dance.

**Fundamentals of Body Movement:** Danish gymnastics, gymnastics, therapeutic gymnastics, and elements of motor skills.

**Physical Education for Special Groups:** activities for social recreation, fundamentals of rhythmic education, and physical education activities for high school girls.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advance approval of the heads of both departments and the Dean of the Faculty is required.

**06. Freshman Major Activities—1 hour.** Eight periods a week. Activities in which freshmen participate are: hockey, archery, swimming, beginning folk dance, beginning modern dance, intermediate modern dance, volleyball, basketball, softball, tennis, golf, and badminton.

**Note:** Physical Education 06, 07, 08, 09 for credit purposes are considered the same as 01 courses.

**07. Sophomore Major Activities**—1 hour. Eight periods a week. Soccer, speedball, tennis, swimming, advanced modern dance, intermediate folk dance, beginning tap and clog, rhythmic form and analysis, social dance, stunts and contests, Danish gymnastics, outing activities, and piano.

**08. Junior Major Activities**—0 hour. Eight periods a week. Cadet teaching or laboratory practice in hockey, soccer, basketball, softball, archery, golf, tennis, badminton, therapeutics, rhythmic activities, swimming, track and field activities, and activities of the elementary school.

**09. Senior Major Activities**—0 hour. Eight periods a week. Seniors are given an opportunity to improve their skills in swimming, tennis, advanced modern dance, and recreational games. Other activities in this course are: advanced folk dance, winter sports, badminton, American country dance, golf, and tennis.

**100. First Aid to the Injured**—2 hours. Students may prepare themselves in this course for the examination for a Red Cross Standard First Aid Certificate. Three periods a week.

**102. Water Safety**—2 hours. Students may prepare themselves in this course to become American Red Cross Water Safety Instructors. Recitation, one period a week; laboratory work, two periods a week.

**303. Club and Camp Leadership**—3 hours. Organization and activities of girls' clubs; correlation with the physical education program of the school; summer camping program; camp and wood-craft. Must be accompanied by Outing Activities.

**304. The Teaching of Basketball**—1 hour. No credit for a student whose major is physical education (women). Recitation, one period a week; laboratory work, two periods a week.

**305. Play and Recreational Leadership**—3 hours. Play as education. Age needs. Yearly and daily program planning. Playground equipment and sites. Must be accompanied by Games.

**306. Supervision of Play and Recreation**—5 hours. No credit for a student who has credit for Physical Education 305. Play as education; age needs; yearly and daily program planning; experience in playground activities; playground surfacing, equipment, and sites; duties and preparation of playground personnel; visits to recreation centers. Direction of play activities under supervision as arranged.

**401. The Dance in Education**—5 hours. Dance as an art; fundamentals in rhythmic education. Methods and materials



in teaching of dancing on the elementary and secondary school levels. Accompaniment problems. Observation of the rhythmic program at various age levels. Dance productions in the public schools. Practice in teaching rhythms under supervision. Recitations, five periods a week; laboratory work, four hours a week in Physical Education 01 classes as arranged.

**403. Sports Methods (Fall)**—3 hours. The teaching of hockey, soccer, speedball, archery, and golf. To register for this course a student must previously have played with skill the sports of hockey, soccer, archery, and golf. Recitations, three periods a week; laboratory work, six periods a week in Physical Education 01 classes as arranged.

**404. Sports Methods (Spring)**—3 hours. The teaching of softball, tennis, and badminton. To register for this course a student must previously have played with skill the sports of softball, tennis, and badminton. Recitations, three periods a week; laboratory work, four periods a week in Physical Education 01 classes as arranged.

**406. Administration of Physical Education**—3 hours. Program of instruction and of free-time recreation; equipment, gymnasium, play field, locker room, swimming pool. Budget; supervisory problems; community relationships.

**412. Sports Methods (Winter)**—2 hours. No credit for a student who has credit for Physical Education 402, The Teaching of Basketball and Swimming. The teaching of basketball and volleyball. To register for this course the student must previously have played with skill the sports of basketball and volleyball. Recitations, two periods a week; laboratory work, two periods a week in Physical Education 01 classes as arranged.

**413. The Teaching of Swimming and Aquatics**—3 hours. No credit for a student who has credit for Physical Education 402, The Teaching of Basketball and Swimming. To register for this course a student must know how to swim at least two strokes. Recitations, three periods a week; laboratory work, two periods a week in Physical Education 01 classes as arranged.

**430. Physical Education for High School Girls**—3 hours. No credit for a student whose major is physical education for women. Must be accompanied by Physical Education Activities for High School Girls.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Science

C. W. Lantz, Ph.D., Professor of Biology and Head of the Department

Alison E. Aitchison, M.S., Professor of Geography, Emeritus, Part-time Service

Louis Begeman, Ph.D., Professor of Physics, Emeritus, Part-time Service

Emmett J. Cable, Ph.D., Professor of Earth Science, Emeritus, Part-time Service

R. L. Abbott, Ph.D., Professor of Biology

Martin L. Grant, Ph.D., Professor of Biology

H. Earl Rath, Ph.D., Professor of Health Education

Robert A. Rogers, Ph.D., Professor of Physics

Winfield Scott, Ph.D., Professor of Agriculture

Marguerite Uttley, Ph.D., Professor of Geography

James W. Kercheval, Ph.D., Associate Professor of Chemistry

Willard J. Poppy, Ph.D., Associate Professor of Physics

Charles F. Allegre, Ph.D., Assistant Professor of Biology

D. N. Marquardt, Ph.D., Assistant Professor of Chemistry

Mrs. Dorothy C. Matala, Ph.D., Temporary Assistant Professor of Biology

Gilbert W. Mouser, Ph.D., Assistant Professor of Biology

Clifford McCollum, D.Ed., Assistant Professor of Physical Science

Oscar E. Reece, Ph.D., Assistant Professor of Agriculture

Ernestine Smith, M.S., Assistant Professor of Geography

Leonard Winier, M.A., Assistant Professor of Biology

John E. Bardach, Ph.D., Instructor in Biology

Pauline Sauer, M.A., Instructor in Biology

Lahron H. Schenke, M.S., Instructor in Physical Science

Rhoda H. Stratton, M.S., Instructor in Biology

Emery L. Will, Ph.D., Instructor in Biology

A major in science consists of at least 69 hours. It includes Science 116, 117, 118, 119, and 490. Additional requirements are 25 hours from a field of special interest which may be biological science, chemistry, or physics; 10 hours from each of the above mentioned fields which have not been chosen as the field of special interest; and 5 hours from Earth Science 360, 461, 468, 474, and 475.



A major in earth science consists of at least 35 hours including Science 119 and Earth Science 493.

A major in agriculture consists of at least 55 hours. It should include Agriculture 80 or 82, 180, 380, 382, 386, 485, 486, 487, 488, and 494; Chemistry 318; Physics 52; and Industrial Arts 365.

A minor in biological science consists of at least 25 hours including Science 117, 118, Biology 100 and 102, and 8 additional hours in biological science.

A minor in chemistry consists of at least 20 hours including Science 116 and 15 hours in chemistry.

A minor in physics consists of at least 20 hours including Science 116 and 15 hours in physics.

A minor in earth science consists of at least 20 hours including Science 119 and 17 hours in earth science.

A minor in agriculture consists of at least 23 hours including Industrial Arts 365; Agriculture 82, 485, 486, 487, and 5 additional hours in agriculture.

## General Courses in Science

**10. Biological Science for Elementary Grades I—5 hours.** No credit for a student who has credit for Science 15 or 117. The more conspicuous types of plant and animal life with special emphasis on trees, birds, and insects. Conservation of plant and animal resources. Recitations, three periods a week; laboratory work, four periods a week.

**18. Physical Science for Elementary Grades I—3 hours.** Common physical and chemical phenomena. Simple experiments with the physics and chemistry of everyday life. Demonstrations and student participation in setting up simple experiments. Acquaintance with suitable source materials.

**116. The Physical Sciences—5 hours.** No credit for a student who has credit in Science 16 or 18. Basic concepts of the physical sciences and their significance in the modern world. The methods of science. Five periods a week.

**117. The Biological Sciences—4 hours.** No credit for a student who has credit in Science 15 or Biological Science 10. Basic principles of biology with special emphasis upon their social and economic applications. Man's biological position in the living world. Recitations, three periods a week; laboratory work, two periods a week. Prerequisite: Science 116.

**118. Human Biology—3 hours.** No credit for a student who has credit in Biological Science 12, 13, or 300 (Hygiene and



The Home of Champions





The Men's Gymnasium

Sanitation). Biological principles as applied to the physiology and health of man. Public health agencies. Prerequisite: Science 117. Three periods a week.

**119. World Resources**—3 hours. No credit for a student who has credit in Earth Science 162 or 163. Distribution and utilization of arable land, grasslands, and forests in various types of climates; power resources; metal resources; inland waterways, seaways, and lowland routes. Prerequisite: Science 117.

**415. Biological Science for Elementary Grades II**—3 hours. Biological materials suitable for use in the elementary school. Field and laboratory studies of common birds, mammals, trees, flowers, and weeds. Simple biological experiments. Practice in preparing demonstrations and illustrative materials. Prerequisite: Science 10 or 117.

**418. Physical Science for Elementary Grades II**—3 hours. Physical science materials suitable for use in the elementary school. Practice in preparing and presenting demonstrations. Emphasis upon the use of simple equipment. Prerequisite: Science 18 or 116.

**490. The Teaching of Science**—4 hours. Credit also as a course in education for a student whose major is science. Prerequisite: 15 hours in science and education 213, or 460 or 468. This course should accompany student teaching.

**520. Independent Study.** See page 42 for conditions applying to credit for independent study.

## Biological Science

**12. Nutrition and Health**—3 hours. No credit for a student who has credit for Science 118 or Biological Science 13. Personal health principles and habits. Health and nutrition problems of school children. Problems of health teaching. Sanitation and public health.

**100. Animal Biology**—5 hours. Life processes and structure of animals. Prerequisite: Science 118. Recitations, three periods a week; laboratory work, four periods a week.

**102. Plant Biology**—5 hours. Life processes and structure of plants. Prerequisite: Science 118. Recitations, three periods a week; laboratory work, four periods a week.

**105. Local Problems in Conservation**—5 hours. Soils, soil properties, and the interrelations between soils and local plant and animal communities directed toward their proper manage-



ment. Recognition of typical forms encountered in the field with emphasis upon growth habits and behavior patterns important in the teaching of conservation. Recitations and field work.

**111. Physiology**—5 hours. The functioning of the different systems of organs of the human body; correlation of the physiology and anatomy of each organ; dissection and experimentation. Prerequisite: Science 118. Recitations, three periods a week; laboratory work, four periods a week.

**113. Microbiology**—4 hours. Designed for nurses in training.

**114. Anatomy and Physiology**—7 hours. Designed to meet the needs of nurses in training.

**306. Vertebrate Zoology**—5 hours. The classes of vertebrates with particular reference to their origin, development, anatomy, and physiology. Prerequisite: Biological Science 100. Recitations, three periods a week; laboratory work, four periods a week.

**308. Invertebrate Zoology**—5 hours. Anatomy and physiology of several type-forms in each division of invertebrate animals. Prerequisite: Biological Science 100. Recitations, three periods a week; laboratory work, four periods a week.

**310. Field Biology**—5 hours. The natural history of the more common, conspicuous, and important species of native plants and animals of the state. Habits, behavior, structure, identification, etc., principally as seen on field trips into their natural environments. Emphasis on conservation. Prerequisites: Science 118; Biology 100 and 102 recommended. Recitations, three periods a week; field work, four periods a week. This course is also offered during the summer at the Lakeside Laboratory.

**401. Vertebrate Embryology**—5 hours. Development of vertebrate organisms; formation and development of germ cells; fertilization; growth and differentiation; sex. Prerequisite: Biology 100 and 306.

**403. Plant Morphology**—5 hours. Morphology and evolution of the great groups of plants, with special emphasis upon algae, fungi, mosses, and ferns. Prerequisite: Science 118. Recitations, three periods a week; laboratory work, four periods a week.

**404. Plant Physiology**—5 hours. Physiological processes of plants and emphasis upon plant metabolism. Responses of

plants to stimuli. Prerequisite: Biological Science 102. Recitations, three periods a week; laboratory work, four periods a week.

**406. Plant Taxonomy and Ecology**—5 hours. Effects of environment upon plant growth and plant distribution. Identification, field recognition, and economic importance of seed plants of our local flora; evolution of flowering plants. Prerequisite: Biological Science 102. Recitations, three periods a week; laboratory work, four periods a week.

**408. Bacteriology**—5 hours. Micro-organisms, their classification, morphology, and physiology; their relation to health, sanitation, and food preservation. Prerequisite: Science 118. Recitations, three periods a week; laboratory work, four periods a week.

**410. Organic Evolution**—2 hours. Meaning, evidences, and factors of organic evolution; its significance in biology and in modern thought. Prerequisite: Science 118.

**412. Heredity**—3 hours. Laws of heredity and their relation to plants, animals, and man. Significance of heredity to the human race. Prerequisite: Science 118.

## Chemistry

**121. \*Inorganic Chemistry I**—5 hours. The nonmetallic elements and their compounds and chemical theory. Recitations, three periods a week; laboratory work, four periods a week.

**122. Inorganic Chemistry II**—5 hours. Prerequisite: Chemistry 121 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

**124. Chemistry of Metals and Qualitative Analysis**—5 hours. Introduction to the study of the properties of the metallic elements. Prerequisite: Chemistry 122. Recitations, two periods a week; laboratory work, six periods a week.

**129. Chemistry for Nurses**—4 hours. Practical applications of inorganic and organic chemistry to the field of nursing.

**318. Applied Inorganic Chemistry**—5 hours. No credit for a student who has credit in Chemistry 121 or for a student whose major is chemistry. Principles and practices of inorganic chemistry as applied to the home, farm, and community. Es-

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\*Students who have had one unit of high-school chemistry or equivalent may, if they show sufficient proficiency, enter Chemistry 122, or, in exceptional instances, Chemistry 124.



pecially designed for students of home economics and agriculture. Recitations, three periods a week; laboratory work, four periods a week.

**319. Applied Organic Chemistry**—5 hours. No credit for a student who has credit in Chemistry 321. Fundamental principles of organic chemistry. Laboratory work for students of agriculture is devoted chiefly to soils, fertilizers, and common industrial products; for students of home economics, chiefly to foods and textiles. Prerequisite: Chemistry 318 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

**321. Organic Chemistry**—5 hours. Essentials of organic chemistry. Prerequisite: Chemistry 122. Recitations, three periods a week; laboratory work, four periods a week.

**322. Advanced Organic Chemistry**—2 to 5 hours. Synthesis of typical compounds representative of organic reactions. Prerequisite: Chemistry 321. Laboratory work, four to ten periods a week.

**324. Quantitative Analysis I**—5 hours. Gravimetric analysis. Prerequisite: Chemistry 124. Laboratory work, ten periods a week.

**326. Quantitative Analysis II**—5 hours. Volumetric analysis. Prerequisite: Chemistry 122. Laboratory work, ten periods a week.

**328. Biochemistry**—3 hours. The chemical processes involved in the digestion and utilization of food in the body. Prerequisite: Chemistry 319 or 321. Recitation, one period a week; laboratory work, four periods a week.

**421. Water Analysis**—3 hours. Methods in analysis of water to determine its suitability for drinking, laundry, and industrial purposes. Prerequisite: Chemistry 124. Laboratory work, six periods a week.

**423. Special Laboratory Course**—2 to 5 hours. Quantitative experimental work. For students of exceptional ability this work may be in the nature of a research problem. Prerequisite: consent of instructor. Laboratory work, four to ten periods a week.

**424. Physical Chemistry**—5 hours. Prerequisite: Chemistry 124.

**426. Food Analysis**—5 hours. Proximate quantitative analysis of the common foods. Prerequisite: Chemistry 321. Recitations, two periods a week; laboratory work, six periods a week.

## Physics

**52. Principles of Physics**—5 hours. No credit for a student who has credit in Physics 140 or 343. The principles of physics which are of particular importance to students of agriculture and of industrial arts. Prerequisite: Science 116. Recitations, three periods a week; laboratory work, four periods a week.

**140. Mechanics**—5 hours. Prerequisite; Science 116 or entrance credit in physics. Recitations, three periods a week; laboratory work, four periods a week.

**340. Laboratory Course in Mechanics**—3 hours. Experimental problems preceded by brief discussion of the principles involved. Prerequisite: Physics 140 or equivalent preparation. Recitation, one period a week; laboratory work, four periods a week.

**341. Sound and Light**—5 hours. Prerequisite: Physics 140 or equivalent preparation. Recitations, three periods a week; laboratory work, four periods a week.

**343. Heat, Electricity, and Magnetism**—5 hours. Prerequisite: Physics 140. Recitations, three periods a week; laboratory work, four periods a week.

**350. Acoustics**—5 hours. Designed primarily for students who major in music. Emphasis on musical sounds and instruments. Recitations, five periods a week.

**355. Household Physics**—5 hours. Fundamental principles. Illustrations drawn largely from applications in the home. Recitations, three periods a week; laboratory work, four periods a week.

**440. Measurements in Electricity and Magnetism**—5 hours. Resistance, electromotive force, current, capacitance, inductance, magnetic field strength, and other electrical and magnetic quantities are accurately measured, and the instruments of measurement studied. Prerequisite: Physics 343 or equivalent preparation. Recitations, three periods a week; laboratory work, two periods a week.

**441. Alternating Currents**—5 hours. Includes a study of industrial alternating currents; and of high-frequency currents, circuits, and devices used in radio. Prerequisite: Physics 140 and 343. Recitations, three periods a week; laboratory work, four periods a week.

**442. Modern Physics**—5 hours. Introduction to radioactive and electronic phenomena. Prerequisite: Physics 140 and 343.



Recitations, four periods a week; laboratory work, two periods a week.

**445. Thermodynamics**—5 hours. Prerequisite: Physics 343. Recitations, four periods a week; laboratory work, two periods a week.

**446. Laboratory Course in Light**—3 hours. Experimental problems preceded by discussion of the principles involved. Prerequisite: Physics 341 or equivalent preparation. Recitation, one period a week; laboratory work, four periods a week.

**448. Physics Problems**—5 hours. A non-laboratory course in solving problems in mechanics, electricity, and magnetism. Prerequisite: Physics 140 and 343; and Mathematics 101.

## Earth Science

**162. World Geography**—5 hours. No credit for a student who has credit in Earth Science 163. A survey of man's occupancy of the earth developed through the classification and distribution of the major types of natural environment and man's utilization of the resources in each type.

**163. Introductory Geography**—3 hours. No credit for a student who has credit in Earth Science 162. Designed to give the student a broader understanding of the relations between groups of people and to develop a sympathetic understanding of other peoples, their customs and habits. Attention to astronomy, weather, and physical features of the earth. Emphasis on source materials suitable for the elementary school.

**360. Astronomy**—5 hours. A course in descriptive astronomy. Uses of various astronomical instruments.

**366. Geography of North America**—5 hours. Description, analysis, and interpretation of the present occupancy pattern of the major regions of the United States. Brief survey of Canada, Mexico, and the Caribbean regions.

**461. Meteorology**—5 hours. The meteorological elements and their application to weather; weather forecasting; air transportation; and the interpretation of climate.

**462. Climatology**—5 hours. Measurement and recording of meteorological data. United States weather map analysis. Climatic regions of the United States. World system of climate.

**464. Geography of South America**—5 hours. Designed to develop an understanding of the geographic individuality of each of the major countries of South America.

**466. Historical Geography of the United States—5 hours.** Geography of the major regions of the United States in past times. Successive stages in land occupance.

**468. Conservation of Natural Resources—5 hours.** Natural resources of the United States and their exploitation. Current problems relating to their conservation.

**470. Geography of Europe—5 hours.** Regional study of the continent of Europe. Analysis of the geographic individualities of the major countries.

**471. Geography of Asia—5 hours.** A general survey of Asia with detailed geographical analysis of China, Japan, India, and the East Indies.

**472. Trade and Transportation—5 hours.** Commodities of international trade; trade routes of the world; ocean transportation.

**474. Dynamic Geology—2 hours.** Agencies at work in producing land forms; rocks and rock structures; diastrophism and volcanism.

**475. Historical Geology—3 hours.** Origin of the earth; its history and development of life.

**493. The Teaching of Geography—4 hours.** Credit also as a course in education for a student whose major is earth science. Selection and organization of geographic materials for presentation in grades four to nine inclusive. Prerequisite: 10 hours of college geography; also Education 213, or 460, or 468; or 15 hours in elementary education. This course should accompany student teaching.

## Agriculture

**80. Forage Crops—5 hours.** Important forage crops in Iowa and their production. Recitations, three periods a week; laboratory work, four periods a week. Prerequisite: Science 117.

**82. Grain Crops—5 hours.** Important grain crops of Iowa and their production. Recitations, three periods a week; laboratory work, four periods a week. Prerequisite: Science 117.

**155. Rural Institutions—5 hours.** No credit for a student who has credit in Sociology 165. The rise and development of some of the most influential rural institutions with emphasis on their economic and social implications. The problems and attitudes of rural communities.



**180. Soils**—3 hours. Management of soils for maximum production. Emphasis on conservation practices. Recitations, two periods a week; laboratory work, two periods a week.

**182. Horticulture**—2 hours. Management of orchard, bush, and small fruits. Harvesting and marketing. Recitation, one period a week; laboratory work, two periods a week.

**380. Dairy Cattle**—3 hours. Types and breeds. Judging and marketing. Recitations, two periods a week; laboratory work, two periods a week.

**382. Beef Cattle and Sheep**—3 hours. Types, breeds, grades. Judging and marketing. Recitations, two periods a week; laboratory work, two periods a week.

**386. Swine**—2 hours. Types, breeds, market classes, grades. Judging and marketing. Recitation, one period a week; laboratory work, two periods a week.

**480. Soil Fertility**—2 hours. Conservation and improvement of soils by judicious use of natural and artificial fertilizers.

**481. Crop Problems**—2 hours. Identification, judging, and grading of grain and forage crops. Noxious weeds and their control. Prerequisite: Agriculture 80 or 82. Laboratory work, four periods a week.

**483. Livestock Judging**—2 hours. Judging of beef cattle, dairy cattle, swine, and sheep. Prerequisite: Agriculture 380 or 382. Laboratory work, four periods a week.

**484. Farm Poultry**—2 hours. Breeds and varieties. Management. Recitation, one period a week; laboratory work, two periods a week.

**485. Feeds and Feeding**—3 hours. Balanced rations. Methods of feeding farm animals.

**486. Principles of Breeding**—2 hours. Laws of breeding and care of breeding stock.

**487. Farm Management**—3 hours.

**488. Marketing Agricultural Products**—3 hours. Grain, livestock, and produce marketing, with emphasis upon cooperative methods.

**489. Organization and Administration of General Agriculture**—3 hours. The course of study for the various grades; securing and organizing materials; equipment of the laboratory and library.

**494. Methods in Agriculture**—2 hours. Credit also as a course in education for a student whose major is agriculture. Prerequisite: 10 hours of agriculture and Education 213 or 460 or 468. This course should accompany student teaching.

## Social Science

M. R. Thompson, Ph.D., Professor of Economics and Head of the Department

Ralph R. Fahrney, Ph.D., Professor of History

Mary B. Hunter, M.A., Professor of Economics, Emeritus, Part-time Service

George C. Robinson, Ph.D., Professor of Government

Leland L. Sage, Ph.D., Professor of History

Lyman H. Harris, Ph.D., Associate Professor of History

William C. Lang, Ph.D., Associate Professor of History

Erma B. Plaehn, Ph.D., Associate Professor of Government

Louis Bultena, Ph.D., Assistant Professor of Sociology

Donald F. Howard, Ph.D., Assistant Professor of History

Charles T. Leavitt, Ph.D., Assistant Professor of History

Karl A. Svenson, Ph.D., Assistant Professor of Government

William L. J. Dee, Ph.D., Instructor in Sociology

H. Theodore Dohrman, Ph.D., Instructor in Sociology

Donald R. Norland, M.A., Temporary Instructor in Government

Robert E. Strain, M.Ph., Instructor in Economics

## Social Science

A major in social science consists of at least 59 hours which must include 10 hours of history, 9 hours of government, 8 hours of economics, 8 hours of sociology, and Social Science 490. Students who have credit in Humanities 111, 112, and 113, and in Social Science 116, 117, and 118 are considered to have met the following requirements: history, 8 hours; government, 4 hours; economics, 3 hours; and sociology, 3 hours. History 304, Government 332, Economics 352, and Sociology 358 should also be included. Because of the large amount of history usually taught by social science teachers, at least 15 hours of history should be completed.

The required minor may not be in a social science field. However, the student whose major is social science and who completes 30 or more hours in either history, government, or economics and sociology may have this emphasis indicated on his permanent record provided he so requests not later than at registration for his final quarter's work.

Foreign language is recommended for students majoring in social science, particularly those who plan to do graduate work.

A minor in history consists of at least 23 hours which should include History 113 and 304. Humanities 111, 112, and 113 and Social Science 116, 117, and 118 satisfy 8 hours of this requirement.



A minor in government consists of at least 20 hours and should include Government 332. Credit in Social Science 117 applies on this requirement.

A minor in economics and sociology consists of at least 23 hours and should include Economics 352 and Sociology 358. Social Science 116 and 118 satisfy six hours of this requirement.

## General Courses in Social Science

### 10. \*Contemporary Affairs A—1 hour.

116. **Basic Forces and Economic Problems**—5 hours. A study of economic problems preceded by an introductory investigation of the basic historical developments which play a vital role in modern living. Three hours of credit may be counted as economics and two hours as history.

117. **Governmental Problems**—4 hours. No credit for a student who has credit in Government 132 or 133. Significant problems of American Government will be illustrated by examination of the actual working of national and state government. Designed to meet the state requirement for certification of teachers. May be counted as credit in government.

118. **Problems of Society**—3 hours. No credit for a student who has credit in Sociology 167. A study of important problems centering around social relationships in contemporary American society. Credit may be counted as sociology.

### 400. \*Contemporary Affairs B—1 hour.

490. **The Teaching of the Social Studies**—4 hours. Credit also as a course in education for a student whose major is social science. Prerequisite: 15 hours of social science and Education 213, 460, or 468. This course should accompany student teaching.

520. **Independent Study**. See page 42 for conditions applying to credit for independent study.

## History

11. **Social and Economic History of the United States**—5 hours. Designed for students preparing to teach in the elementary grades. No credit for a student who has credit in History 14 or 304.

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\*Courses 10 and 400 may be repeated for credit toward graduation.

**14. American History to 1865—5 hours.** Foreign relations, westward expansion, development of democracy, growth of nationalism, and sectional controversies.

**102. English History to 1688—5 hours.** Ancient Britain and the invasions; medieval institutions; the Renaissance and the Reformation. The beginnings of overseas expansion; Parliament, Puritanism, and the Glorious Revolution.

**104. English History since 1688—5 hours.** A continuation of History 102. Development of the Empire, limiting the monarchy; the Industrial Revolution and the French Revolution; the Victorian period. Imperialism and World War I. Great Britain between world wars.

**112. Modern Europe to 1870—5 hours.** The formation of the nation-state; the Commercial Revolution; the Protestant Reformation; the national histories of France, Spain, England, Prussia, Russia, Austria, the Netherlands, the Italian States. The multiple revolutions of the eighteenth century; the new nationalism and democracy of the nineteenth century.

**113. Modern Europe since 1870—5 hours.** A continuation of History 112. Nationalism and democracy in Great Britain, France, German, Austria-Hungary, Italy, Russia, the Ottoman Empire and the Balkan States; World War I; peacemaking in 1919-1920; the rise of the dictatorships; Europe between the two World Wars; World War II and its results.

**304. American History since 1865—5 hours.** Reconstruction, the rise of big business, financial adjustments, the reform movements, and the emergence of the United States as a world power.

**306. American Colonial History—5 hours.** Founding of the American colonies; evolution of economic, social, and governmental institutions; various phases of the independence movement.

**321. History of Iowa—2 hours.**

**402. Greek, Roman, and Medieval Civilization—5 hours.** No credit for a student who has credit in History 301. Contributions of Greek and Roman civilization to human progress.

**408. The British Empire—5 hours.** An intensive study of British possessions throughout the world since 1815.

**410. The Far East—5 hours.** Brief course including recent history of China, Japan, and India.



**411. American Constitutional History**—5 hours. The development of the Constitution of the United States from its adoption to the present time. Prerequisite: Social Science 117, or a course in government or in American history.

**412. Diplomatic History of the United States**—5 hours. American foreign relations with emphasis upon the Monroe Doctrine, rights of neutrals, territorial expansion, and peaceful solutions of disputes. Prerequisite: 5 hours of American history.

**414. History of the West**—5 hours. The westward-moving frontier and its influence upon American history. Prerequisite: 5 hours of American history.

**416. Latin-American History**—5 hours. The development of the Latin-American States and their relations to the United States.

**418. Russia**—5 hours. The political, social, and economic history of Russia.

**420. Europe since 1914**—5 hours. An intensive study of European history since 1914 with attention to Europe's relations with the world at large.

**503. Historians and Historiography**—3 hours. The methodology, style, problems, and personalities of ancient and modern historians. Prerequisite: 20 hours of history.

## Government

**132, 133. American Government**—5 or \*3 hours. The republican form of government and the constitution of Iowa and of the nation. The organization and actual workings of the American government in all of its branches.

**134. Parliamentary Law**—1 hour.

**332. Principles of Political Science**—5 hours. Nature, origin, and sovereignty of the state; relation of a state to other states; separation of the powers of the state, authority of the state over the individual. Offered 1951-52 and alternate years.

**336. Constitutional Law**—5 hours. The Constitution of the United States as fundamental law with emphasis upon the provisions that have been interpreted by the supreme court. Pre-

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\*Course 133 is a three-hour course which is credit only on the one-year and two-year curricula, and for students whose major is in the Department of Education. Course 132 is a five-hour course for all other students.

requisite: Social Science 117, or Government 132 or 133. Offered 1951-52 and alternate years.

**340. Political Parties**—3 hours. Origin, organization, and operation of political parties in the United States. Offered 1952-53 and alternate years.

**342. Modern European Governments**—5 hours. Comparative study of the organization and administration of the governments of England, France, Germany, Switzerland, Italy and certain newer European states.

**432. State and Local Government**—5 hours. State, county, township, and village government in the United States. Offered 1952-53 and alternate years.

**434. Municipal Government**—5 hours. Structure and functions of city government. Relation of the city to the state.

**436. National Government and Administration**—3 hours. Intensive study of the legislative, executive, and judicial powers and procedures of the national government. Prerequisite: Social Science 117, or Government 132 or 133. Offered 1952-53 and alternate years.

**438. World Government and Politics**—5 hours. International relations of independent states; arbitration, alliances, conferences, and congresses; the balance of power, the Hague court, and the League of Nations. Prerequisite: Social Science 117, or Government 132 or 133.

**442. School Laws of Iowa**—3 hours. Legal rights, powers, duties, and responsibilities of school corporations, school boards, school officers, superintendents, teachers, parents, and pupils.

## Economics and Sociology

### Economics

**152. Principles of Economics I**—5 hours.

**352. Principles of Economics II**—5 hours. Application to current problems. Prerequisite: Economics 152.

**354. Money and Banking**—5 hours. Functions of money and banks; relation of credit and debt to prices.

**356. Labor Problems**—3 hours. Labor organizations; wage levels, hours of work, unemployment, women in industry; methods of settling industrial disputes; labor legislation; industrial democracy.

**452. Insurance**—2 hours. Property and life insurance.



**454. Corporation Finance and Investments—5 hours.** Financing of business enterprises; corporate and individual investments, failures and reorganizations.

**456. Public Finance—5 hours.** Expenditures, sources, and administration of public funds.

**458. Business Cycles—3 hours.** Trade movements. The stabilization of business.

**462. Transportation and Public Utilities—5 hours.** Problems of highway, water, rail, and air transportation and of public utilities; valuation, rates, service requirements, regulation.

**464. Industrial Combinations—3 hours.** Types of organization; production on a large scale; legislation.

**466. Foreign Trade Problems—3 hours.** International trade; foreign exchange; trade policies and tariffs; international debts. Prerequisite: Economics 152. Offered 1952-53 and alternate years.

### **Sociology**

**165. Rural Sociology—3 hours.**

**167. Contemporary Social and Economic Problems—3 hours.** No credit for a student who has credit in Social Science 118.

**358. Sociology—5 hours.** The principal social forces and institutions involved in the evolution of society. Methods of social control.

**467. Social Problems—3 hours.**

**468. The Family—3 hours.** Origin, development, and problems of the modern family and marriage.

**470. Population—3 hours.** Composition of population; theories of population; improvement of racial quality; growth of population and its bearing upon wages and standards of living; rural population.

**472. Crime and Delinquency—5 hours.** Causes, relief, and elimination of poverty; nature, causes, and prevention of crime; treatment of the criminal.

# Teaching

DWIGHT K. CURTIS, Ph.D., Associate Professor of Teaching and Director of Student Teaching

DOROTHY MAY KOEHRING, Ph.D., Professor of Teaching

MYRTLE M. STONE, Ed.D., Professor of Teaching

CYRIL L. JACKSON, M.A., Associate Professor of Teaching

MARNA PETERSON, M.A., Associate Professor of Teaching

E. GRACE RAIT, M.A., Associate Professor of Teaching

VERNA J. ADNEY, M.A., Assistant Professor of Teaching

HULDA AHLSCHEDE, M.A., Assistant Professor of Teaching

LUCILE E. ANDERSON, M.A., Assistant Professor of Teaching

MARY C. ANDERSON, M.A., Assistant Professor of Teaching

ALICE BAKKEN, M.A., Assistant Professor of Teaching

\*RANDALL R. BEBB, M.A., Assistant Professor of Teaching

ROBERT P. BRIMM, D.Ed., Assistant Professor of Teaching

MARY P. CALDWELL, M.A., Assistant Professor of Teaching

MARGARET DIVELBESS, M.A., Assistant Professor of Teaching

JAMES V. FARRELL, Ph.D., Assistant Professor of Teaching

ZELWYN GRAHAM, M.A., Assistant Professor of Teaching

AGNES GULLICKSON, M.A., Assistant Professor of Teaching

ROSE L. HANSON, M.A., Assistant Professor of Teaching

WILLIAM P. HAPP, Ph.D., Assistant Professor of Teaching

CORRINE D. HARPER, M.Ed., Assistant Professor of Teaching

BERNICE HELFF, M.A., Assistant Professor of Teaching

MARIE HJELLE, M.A., Assistant Professor of Teaching

MRS. MARJORIE B. HOLMBERG, M.Ed., Assistant Professor of Teaching

THOMAS D. HORN, Ph.D., Assistant Professor of Teaching and Principal of College Elementary School

FLORENCE M. KASISKE, M.A., Assistant Professor of Teaching

EDNA MANTOR, M.A., Assistant Professor of Teaching

CARYL A. MIDDLETON, M.A., Assistant Professor of Teaching

ELEANOR MCBRIDE, M.A., Assistant Professor of Teaching

PHYLLIS MCCARTHY, M.A., Assistant Professor of Teaching

EMMA OPFER, M.A., Assistant Professor of Teaching

MELVIN F. SCHNEIDER, M.A., Assistant Professor of Teaching

WRAY D. SILVEY, D.Ed., Temporary Assistant Professor of Teaching

MANFORD SONSTEGARD, M.A., Assistant Professor of Teaching

MARGUIRETTE MAY STRUBLE, Ph.D., Assistant Professor of Teaching

EULALIE TURNER, M.A., Assistant Professor of Teaching

ALTA WILMARTH, M.A., Assistant Professor of Teaching

BILL KALER ADDISON, M.A., Instructor in Teaching

MRS. MILDRED R. BLACKMAN, M.Ed.; Instructor in Teaching

MARY BREYFOGLE, M.S., Instructor in Teaching

LOLA M. BURFORD, M.Ed., Instructor in Teaching

\*WILLARD E. BURKE, M.S., Instructor in Teaching

WILLIAM W. CHASE, M.A., Instructor in Teaching

MARGARET E. DAY, M.A., Instructor in Teaching

RUSSEL G. DRUMRIGHT, M.Ed., Instructor in Teaching

MILES ESGET, M.A., Instructor in Teaching

REGINA FITZGERALD, M.Ed., Instructor in Teaching

EARL C. FLOYD, M.A., Instructor in Teaching

IZETTA MAE FRAHM, M.A., Instructor in Teaching

ROBERT W. GIFFORD, M.A., Instructor in Teaching

\* On Leave



LAURA K. GILLOLEY, M.A., Instructor in Teaching  
 MRS. MAGGIE HAMMER, M.Ed., Temporary Instructor in Teaching  
 CHARLES H. HANSFORD, M.A., Instructor in Teaching  
 MRS. TEMPIE HANSFORD, M.Ed., Temporary Instructor in Teaching  
 MRS. LETA NORRIS HARMON, M.Ed., Instructor in Teaching  
 PAUL E. HARRISON, JR., M.A., Instructor in Teaching  
 FRANK C. HARTWELL, M.A., Instructor in Teaching  
 MRS. ALTA HOWELL, M.A., Instructor in Teaching  
 VIRGINIA A. INGERSOLL, M.S., Instructor in Teaching  
 \*RICHARD T. LATTIN, M.A., Instructor in Teaching  
 WALTER A. LUCAS, D.Ed., Instructor in Teaching  
 MILDRED G. LUCE, M.Mus., Instructor in Teaching  
 VINCENT F. MALEK, M.Mus., Temporary Instructor in Teaching  
 WILLIAM O. MARICLE, M.A., Instructor in Teaching  
 PETER M. MAZULA, M.A., Instructor in Teaching  
 DELLA McMAHON, M.S., Instructor in Teaching  
 \*MARDELLE L. MOHN, M.S., Instructor in Teaching  
 ALFRED C. MOON, M.S., Instructor in Teaching  
 MARY ELIZABETH MORGAN, M.A., Instructor in Teaching  
 VERNON N. MORK, M.A., Instructor in Teaching  
 \*CARL B. NELSON, M.Ed., Instructor in Teaching  
 VIRGIL A. NEWLIN, M.S., Instructor in Teaching  
 ROSS A. NIELSEN, M.S., Instructor in Teaching  
 GARETH R. OLSON, M.Ed., Temporary Instructor in Teaching  
 VIOLET ORD, M.A., Instructor in Teaching  
 JOHN R. PARISHO, M.Ed., Instructor in Teaching  
 SAMUEL B. PEAVEY, M.A., Instructor in Teaching  
 CECIL K. PHILLIPS, M.Ed., Instructor in Teaching  
 ALBERT A. POTTER, B.A., Instructor in Teaching  
 DOROTHY L. PRICE, M.Ed., Instructor in Teaching  
 JOE PRZYCHODZIN, M.S., Instructor in Teaching  
 IRVIN L. RAMSEY, M.S., Instructor in Teaching  
 VIRGINIA RICHTER, M.A., Instructor in Teaching  
 LaVAUN J. RIGG, M.A., Instructor in Teaching  
 JACK H. ROESCH, M.A., Instructor in Teaching  
 DONALD H. ROLLSTIN, M.A., Instructor in Teaching  
 LOUIS O. SCHILDER, M.A., Instructor in Teaching  
 MARY MARGARET SCHMITT, M.Ed., Instructor in Teaching  
 MRS. MELVIN F. SCHNEIDER, B.Mus., Temporary Instructor in Teaching  
 ing  
 BARBARA E. SCHNELLE, M.A., Instructor in Teaching  
 MARSHALL SCHOOLS, M.A., Instructor in Teaching  
 LOIS E. SHEFTE, M.A., Instructor in Teaching  
 EARL W. STEININGER, M.S., Instructor in Teaching  
 LLOYD J. STOKSTAD, M.S., Instructor in Teaching  
 MRS. PAULINE G. UNDERBRINK, M.A., Temporary Instructor in Teaching  
 HOWARD VANDER BEEK, M.A., Instructor in Teaching  
 GEORGE J. VUKE, M.A., Instructor in Teaching  
 JAMES R. WAILES, M.A., Instructor in Teaching  
 WILLIAM J. WALSH, JR., M.A., Instructor in Teaching  
 CLEM G. WIEDMAN, B.S., Instructor in Teaching  
 DOROTHY E. WINEKE, M.S., Instructor in Teaching  
 W. DEAN WINTERS, B.A., Temporary Instructor in Teaching  
 NINA MARY YEAGER, M.Ed., Instructor in teaching

In all work in teaching, students take charge of classes in the Campus School or in affiliated schools, outline units of work, meet the critics for conferences, prepare comprehensive reports on the phases of teaching undertaken during the quarter, evaluate pupil progress, participate in extra-class activities, work with consultants in special areas, cooperate with community and school patrons, and make maximum use of all opportunities and responsibilities available or assigned.

A student who has completed a two-year curriculum and has earned only 10 hours of credit in teaching must earn 6 hours of additional credit in teaching in the senior year unless released from this requirement by the Director of Student Teaching. If the major is elementary education, kindergarten-primary education, or junior high-school education, the requirement is 5 hours of additional credit.

The scholarship average required before a student is permitted to register for teaching is the same as that required for graduation. (See page 44.) **A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken.** (Watch for announcement in College Eye and on bulletin boards.)

5. **\*Rural Observation**—2 hours. Observation and participation in rural school teaching activities. Three periods on each of two afternoons a week.

305, 405. **\*Rural School Teaching.** Prerequisite: Teaching 5. Teaching in a rural school under the direction of a senior teacher.

302, 402. **\*Nursery School Teaching.** Prerequisite: Art 122 and 10 hours of psychology and education.

304, 404. **\*Kindergarten-Primary Teaching.** Prerequisite: 10 hours of psychology and education.

306, 406. **\*Intermediate Grade Teaching.** Prerequisite: 10 hours of psychology and education.

400. **\*High School Observation**—2 hours. Observation and discussion of teaching activities in the campus school. Prerequisite: Psychology 315. Four periods a week.

407. **\*Junior High School Teaching.** Prerequisite: Teaching 400 or 306 and 10 hours of psychology and education.

408. **\*High School Teaching.** Prerequisite: Teaching 400 and 10 hours of psychology and education.

410. **\*Rural Observation and Supervision**—10 hours. Designed for students whose major is Elementary School Supervision.

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\*Not more than a total of 15 hours of credit in all courses 5 to 408 inclusive may be used in meeting the requirements for graduation on any curriculum.



## Extension Service

Elmer L. Ritter, Ph.D., Professor of Education and Director of the Bureau

Fred D. Cram, M.A., Professor of Education, Emeritus

Lou A. Shepherd, M.A., Professor of Primary Education

H. V. Hake, M.A., Associate Professor of Radio Education and Radio Program Director

## Extension Service for 1950-51

The extension service includes consultative service, correspondence study, and extension class work.

## Consultative Service

The services of the members of the extension staff are available to teachers, administrators, and boards of education for the improvement of instruction and administration in the public schools of Iowa.

## Extension Credit Work

Extension credit may be earned by (1) correspondence study, and (2) extension class work.

## Correspondence Study

### **WHO MAY ENROLL FOR CORRESPONDENCE STUDY?**

Students must meet all requirements for college entrance. An applicant must have earned in addition at least one full year of college credit, and must have maintained a grade average of "C" or better in all work at this college or must have done equally well in other colleges attended.

See page 63 for explanation of course numbers.

### **WHAT REGULATIONS GOVERN CORRESPONDENCE STUDY?**

The courses offered are for undergraduate credit only.

If an applicant has earned college credit in any other institution or institutions, a transcript or transcripts of such credits, together with a transcript of his high school credits, must be filed before his application can be approved.

College graduates need file only official statements of graduation from college.

Students registered for residence work in this college or for credit work in any other college or university may not be registered for correspondence study or for extension class work.

A student may enroll for only ONE correspondence study course at a time. A student who has failed a course may not repeat it by correspondence.

No enrollments for correspondence study will be accepted during the first week of any quarter during the college year.

Students may not earn more than 15 quarters hours of credit by correspondence study in any one calendar year. No student may earn more than 5 quarter hours of credit by correspondence study in any one period of ten weeks.

Not more than one-fourth of the credit required for the completion of any curriculum may be earned by other than residence work.

The regulations pertaining to marks and credits are the same for correspondence study as for work in residence.

At least two written lessons for each quarter hour of credit work are required of a student registered for correspondence study.

The final examination in a correspondence study course must be taken under the direct supervision of a city or county superintendent of schools named by the student upon the completion of all the assignments and the final grade in a course will be chiefly determined by the grade made on this final examination.

Credit for correspondence study will be assigned only when the student has satisfactorily passed a written examination on the course.

A five-hour course may not be completed by correspondence study in less than ten weeks; a three-hour course in less than six weeks; or a two-hour course in less than four weeks. A correspondence study course must be completed within twelve months from the date of registration. If, however, a student who is registered for correspondence study registers for residence work within one year from the date of registration for his correspondence study and before the completion of that study, he is entitled to continue his correspondence study course at the close of his residence work until the entire time of his correspondence, exclusive of time spent in residence work, amounts to twelve months.



A six months' extension of time will be granted upon the payment of two dollars if a course is not completed within the one-year time limit.

After a student has registered for correspondence study, all communications between the instructor and the student concerning the work must pass through the hands of the Director of the Bureau of Extension Service.

### WHAT ARE THE FEES?

The fee for correspondence study is \$4 per quarter hour payable in advance. Please make your money order or check payable to the Iowa State Teachers College, Cedar Falls, Iowa. **Do Not Pay In Currency.** If the fee is paid by personal check, please add five cents for exchange.

The entire correspondence study fee may be refunded if the application is rejected. No refund may be made after three months from the date of registration. Refunds may be made only in case of personal illness certified to by a physician, or registration for the same course in residence. In any case except that of rejection of the application, the refund shall not exceed four-fifths of the fees paid, less \$1 for each lesson submitted by the student.

## Extension Class Work

The conditions for admission to extension class work are the same as for admission to residence work except that any student may be admitted to an extension class for work without credit.

For each hour of credit, an extension class must receive not less than ten clock hours of actual class instruction. No extension class shall receive more than five clock hours of instruction per week. The fee for extension class work is \$6 per quarter hour.

## What Courses Are Offered by Correspondence?

### Business Education

Course Number	Course Title	Prerequisite	Quarter Hours
40	Introduction to Business .....		3
354	Business Law I .....		3
355	Marketing .....		3
361	Principles of Accounting II.....	Business 360 .....	3

## Education

Psy	15	Child Development .....	5
	415	Child Psychology .....5 hours of psychology.....	3
	416	Psychology of Adolescence...5 hours of psychology.....	3
	420	Social Psychology .....5 hours of psychology.....	5
Ed	10	School and Community .....	3
	425	Statistical Methods in Edu- cation ..... See Note 1.....	2
	434	Methods in Elementary Science .....	3
	436	Reading and Language Arts II.....	3
	441	Social Studies in the Elementary School.....	3
	455	Educational Tests for the Elementary School           Ed 425 .....	2
	468	The Junior High School       Ed 213 .....	5
	475	School Administration .....	5
	488	History of Education .....	5

## English

Eng	100	English II ..... Eng 1 .....	4
	435	The British Novel to 1900.....	3
	445	American Literature, 1765-1865 .....	5

## Home Economics

HE	60	Nutrition of Children .....	3
	61	Personal Relationships .....	2

## Languages

Fr	301	Modern French Prose..... 2 years of high school French or equivalent preparation....	3
	302	Short French Plays..... 2 years of high school French or equivalent preparation....	2
Ger	301	Recent German Prose..... 2 years of high school Ger- man or equivalent preparation .....	5
	303	Schiller's Dramas ..... Ger 301 or equivalent preparation .....	5
Lat	104	Cicero's Orations I..... 2 years of high school Latin or Lat 103 or equivalent preparation .....	5
	108	Vergil II ..... ½ year of Vergil in high school or Lat 107.....	5
Span	301	Spanish Prose ..... 2 years of high school Spanish or equivalent prep- aration .....	3
	302	Spanish Short Stories..... 2 years of high school Span- ish or equivalent prepara- tion .....	2



## Mathematics

### Math

322	Teaching of Kindergarten- Primary Grade Arithmetic .....	2
408	Teaching of Elementary School Arithmetic .....	5

## Social Science

### Hist

11	Social and Economic History of the United States..... See Note 2 .....	5
14	American History to 1865.....	5
112	Modern Europe to 1870.....	5
113	Modern Europe since 1870..... See Note 3.....	5
304	American History since 1865 .....	5
321	History of Iowa .....	2
410	The Far East .....	5
412	Diplomatic History of the United States .....5 hours of American His- tory .....	5
416	Latin-American History .....	5

### Govt

132	American Government .....	5
133	American Government .....	3
332	Principles of Political Science .....	5
432	State and Local Government .....	5
442	School Laws of Iowa .....	3

### Econ

152	Principles of Economics I.....	5
356	Labor Problems .....	3

### Soc

165	Rural Sociology .....	3
358	Sociology .....	5
468	The Family .....	3
470	Population .....	3
472	Crime and Delinquency .....	5

## NOTES

1. No credit for a student who has credit in Mathematics 406: Statistical Measurements.
2. No credit for a student who has credit in History 14 or 304.
3. No credit for a student who has credit in European History since 1815 or European History since 1914.

## NOTICE OF LIMITATIONS

The College reserves the right to limit the number of students in any one correspondence course. Only conditions beyond the control of the Extension Service will be allowed to interfere with the offering of all the above-named courses. It may be wise to list a second course on your enrollment blank in

case it is not possible to complete your enrollment in the first course requested.

### **WHERE MAY TEXTBOOKS BE SECURED?**

Correspondence students must purchase their own textbooks. The following Cedar Falls book stores will be glad to quote prices on texts upon your request.

Cross Book Store, 2220 College Street

Latta School Supply House, 909 West 23rd Street

Wallace Book Store, 911 West 23rd Street (Rents Books)

### **WHAT IS THE DIFFERENCE BETWEEN QUARTER AND SEMESTER HOURS OF CREDIT?**

Many colleges operate on the Quarter plan. All courses run twelve weeks. Nearly as many colleges operate on the Semester plan, where all courses run for about eighteen weeks. Under the Quarter plan, a Quarter hour of credit is based upon one hour per week for twelve weeks. Under the Semester plan a Semester hour of credit is based on one hour per week for eighteen weeks. Thus, a Quarter hour is equal to two-thirds of a Semester hour, or a Semester hour is equal to one and one-half Quarter hours.

The **IOWA STATE TEACHERS COLLEGE** operates on the **QUARTER PLAN** and all credits are given in **QUARTER HOURS**.

3 Quarter hours are equivalent to 2 Semester hours.

5 Quarter hours are equivalent to  $3\frac{1}{3}$  Semester hours.

6 Quarter hours are equivalent to 4 Semester hours.

9 Quarter hours are equivalent to 6 Semester hours.

### **HOW MANY HOURS OF CREDIT ARE NEEDED TO RENEW OR REINSTATE A CERTIFICATE?**

Not more than half of the hours required for renewal or reinstatement of a certificate may be earned by correspondence, according to the 1950 bulletin of the Board of Educational Examiners.

For information as to the work required for the renewal of your certificate, address:

The Executive Secretary,  
Board of Educational Examiners,  
Des Moines, Iowa.



The college assumes no responsibility in determining the amount of credit needed for certificate renewal, reinstatement, validation, or change.

Address all inquiries regarding work by correspondence study or extension class work to E. L. Ritter, Director, Bureau of Extension Service, Iowa State Teachers College, Cedar Falls, Iowa.



Arts and Industries Building





The College Chorus

Chuck Wagon Picnic



# Instructional Staff

J. W. MAUCKER, B.A., Augustana College; M.A., Ph.D., State University of Iowa  
President of the College, 1950

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)

## EMERITUS STAFF

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parentheses) the beginning of service in present capacity.

ALISON E. AITCHISON, B.S., State University of Iowa; M.S., University of Chicago  
Professor of Geography, Emeritus, part-time service, 1903 (1944)

AMY F. AREY, B.S., M.A., Columbia University  
Professor of Education, Emeritus, part-time service, 1919 (1947)

CHARLES H. BAILEY, B.S., Columbia University  
Professor of Industrial Arts, Emeritus, 1905 (1944)

LOUIS BEGEMAN, B.S., M.S., University of Michigan; Ph.D., University of Chicago  
Professor of Physics, Emeritus, part-time service, 1899 (1935)

BENJAMIN BOARDMAN, B.Ph., State University of Iowa  
Business Manager, Emeritus, part-time service, 1917 (1945)

H. S. BUFFUM, B.A., M.A., Ph.D., State University of Iowa  
Professor of Education, Emeritus, part-time service, 1914 (1947)

KATHERINE BUXBAUM, B.A., State University of Iowa; M.A., University of Chicago  
Associate Professor of English, Emeritus, 1924 (1948)

EMMETT J. CABLE, B.S., M.S., Cornell College; Ph.D., State University of Iowa  
Professor of Earth Science, Emeritus, part-time service, 1905 (1948)

JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D.; State University of Iowa  
Professor of Education, Emeritus, 1916 (1948)

FRED D. CRAM, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Professor of Education, Emeritus, 1920 (1950)

ROWENA A. EDWARDS  
Cataloguer, Emeritus, part-time service, 1916 (1947)

ALBERT C. FULLER, B.A., State University of Iowa; LL.D., Buena Vista College  
Director of the Bureau of Alumni Service and Public School Relations, Emeritus, part-time service, 1917 (1947)



- ROBERT W. GETCHELL, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Chemistry, Emeritus, 1909 (1949)
- IRVING H. HART, B.A., Grinnell College  
Director of the Bureau of Extension Service, Emeritus, part-time service as Archivist, 1914 (1948)
- WILLIAM E. HAYS, B.Mus., Chicago Musical College; M.Mus., DePaul University  
Associate Professor of Voice, Emeritus, 1921 (1948)
- MARY B. HUNTER, B.A., Iowa State Teachers College; M.A., University of Chicago  
Professor of Economics, Emeritus, 1918 (1950)
- W. H. KADESCH, B.S., Ohio Wesleyan University; M.Ph., Ph.D., University of Chicago  
Professor of Physics, Emeritus, 1921 (1949)
- SAMUEL A. LYNCH, B.L., University of Missouri; M.A., University of Chicago  
Professor of English, Emeritus, 1909 (1938)
- FRANK N. MEAD, M.D., University of Pennsylvania  
Health Director, Emeritus, part-time service, 1920 (1939)
- FRANK IVAN MERCHANT, B.A., Shurtleff College; M.A., Ph.D., University of Berlin  
Professor of Latin and Greek, Emeritus, 1907 (1934)
- BERTHA L. PATT, Des Moines Academy of Art; New York Art Student's League  
Professor of Art, Emeritus, 1895 (1938)
- O. B. READ, B.Ph., Hillsdale College; M.A., University of Wisconsin  
Professor of Chemistry, Emeritus, 1913 (1940)
- JOHN R. SLACKS, B.Ph., M.A., University of Chicago  
Professor of Rural Education, Emeritus, 1918 (1943)
- C. W. WESTER, B.S., University of California; M.A., University of Washington  
Professor of Mathematics, Emeritus, 1916 (1941)

### Professors

- R. L. ABBOTT, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Biology, 1916 (1920)
- A. E. BROWN, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa  
Professor of Education, 1924 (1938)
- E. C. DENNY, B.A., Indiana University; M.A., University of Chicago; Ph.D., State University of Iowa  
Professor of Education 1923 (1934)
- L. V. DOUGLAS, B.S., M.A., Ph.D., State University of Iowa  
Professor of Business Education and Head of the Department of Business Education, 1937 (1946)
- W. B. FAGAN, B.A., Earlham College; M.A. University of Kansas  
Professor of English, 1915 (1938)
- RALPH R. FAHRNEY, B.A., Mount Morris College; M.A., Ph.D., University of Chicago  
Professor of History, 1929 (1945)
- MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota  
Professor of Biology, 1936 (1950)

- DOROTHY MAY KOEHRING, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University  
Professor of Teaching, 1933 (1950)
- EDWARD KURTZ, B.Mus., Detroit Conservatory; M.Mus., Cincinnati Conservatory of Music; M.A., State University of Iowa; D.Mus., Detroit Institute of Musical Art  
Professor of Violin and Composition and Head of the Department of Music, 1924 (1934)
- C. W. LANTZ, B.A., M.A., Ph.D., University of Illinois  
Professor of Biology and Head of the Department of Science, 1921 (1948)
- INGEBRIGT LILLEHEI, B.A., M.A., University of Minnesota, Ph.D., University of Illinois  
Professor of French and Spanish and Head of the Department of Languages, 1918 (1934)
- L. L. MENDENHALL, LL.B., M.A., State University of Iowa  
Professor of Physical Education for Men and Head of the Department of Physical Education for Men, 1921 (1933)
- MALCOLM PRICE, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College  
Professor of Education, 1940 (1950)
- H. EARL RATH, B.S., M.S., Ph.D., Iowa State College  
Professor of Health Education, 1921 (1938)
- H. W. RENINGER, B.A., M.A., Ph.D., University of Michigan  
Professor of English and Head of the Department of English and Speech, 1939 (1948)
- H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin  
Professor of Education, 1925 (1938)
- ELMER L. RITTER, B.A., Indiana University; M.A., Ph.D., State University of Iowa  
Professor of Education and Director of the Bureau of Extension Service, 1921 (1948)
- GEORGE C. ROBINSON, B.A., University of Wisconsin; M.A., Ph.D., Harvard University  
Professor of Government, 1922 (1933)
- ROBERT A. ROGERS, B.A., Miami University; M.S., Ph.D., State University of Iowa  
Professor of Physics, 1947 (1950)
- LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois  
Professor of History, 1932 (1945)
- JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg  
Professor of German, 1926 (1948)
- WINFIELD SCOTT, B.S., M.S., University of Illinois; Ph.D., Iowa State College  
Professor of Agriculture, 1918 (1919)
- LOU A. SHEPHERD, B.A., Iowa State Teachers College; M.A., Columbia University  
Professor of Primary Education, 1924 (1949)
- R. O. SKAR, B.A., M.A., St. Olaf College; CPA., Wisconsin; Ph.D., State University of Iowa  
Professor of Business Education, 1924 (1945)
- MAY SMITH, B.A., Coe College; M.A., Columbia University  
Professor of Education, 1919 (1947)



- MYRTLE M. STONE, B.A., Washington State College; M.B.A., University of Washington; Ed.D., New York University  
Professor of Teaching, 1928 (1950)
- HAZEL B. STRAYER, B.A., Iowa State Teachers College; M.A., Columbia University  
Professor of Speech, 1921 (1947)
- M. R. THOMPSON, B.A., Western Union College; M.A., Ph.D., State University of Iowa  
Professor of Economics and Head of the Department of Social Science, 1921 (1923)
- MARGUERITE UTTLEY, B.A., Iowa State Teachers College; M.S., Ph.D., University of Chicago  
Professor of Geography, 1921 (1948)
- HENRY VAN ENGEN, B.A., Nebraska Wesleyan University, M.A., Ph.D., University of Michigan  
Professor of Mathematics and Head of the Department of Mathematics, 1937 (1949)
- M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa  
Professor of Education, 1923 (1945)

#### Associate Professors

- JEAN BONTZ, B.A., M.A., Ph.D., State University of Iowa  
Associate Professor of Physical Education for Women and Head of the Department of Physical Education for Women, 1949
- IRVEN BRUNE, B.S., College of Wooster; M.A., Ph.D., Ohio State University  
Associate Professor of Mathematics, 1949
- JAMES R. CLARK, B.A., Gustavus Adolphus College; M.A., Ph.D., George Peabody College for Teachers  
Associate Professor of Physical Education for Men, 1949
- CORLEY A. CONLON, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Art, 1923 (1950)
- JOHN P. COWLEY, B.A., Heidelberg College; M.A., University of Wichita; Ph.D., Yale University  
Associate Professor of English, 1945 (1948)
- DWIGHT K. CURTIS, B.S., Northeast Missouri State Teachers College; M.A., Ph.D., State University of Iowa  
Associate Professor of Teaching and Director of Student Teaching, 1945
- MRS. LOUISE C. TURNER FOREST, B.A., M.A., Bryn Mawr College; Ph.D., Yale University  
Associate Professor of English, 1948
- ERNEST C. FOSSUM, B.A., Augustana College; M.A., Ph.D., State University of Iowa  
Associate Professor of Speech, 1943 (1950)
- CHARLES BOYD GUEST, B.S., Delta State Teachers College; M.S., Alabama Polytechnic Institute; Ph.D., University of Wisconsin  
Associate Professor of English, 1946
- LYMAN H. HARRIS, Jr., B.A., Washington and Lee University; M.A., Ph.D., University of Wisconsin  
Associate Professor of History, 1946
- FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Associate Professor of Violin, Viola, and Theory, 1929 (1948)

- HARALD B. HOLST, B.Mus., M.Mus., American Conservatory of Music  
Associate Professor of Voice, 1936 (1943)
- ESTHER HULT, B.Ed., Superior Wisconsin, State Teachers College;  
M.Ph., Ph.D., University of Wisconsin  
Associate Professor of Education, 1943 (1950)
- CYRIL L. JACKSON, B.A., Grinnell College; M.A., State University  
of Iowa  
Associate Professor of Teaching, 1924 (1934)
- \*MAMIE J. JONES, B.A., Huntingdon College; M.A., Ph.D., Northwest-  
ern University  
Associate Professor of Speech, 1949
- JAMES W. KERCHEVAL, B.A., Iowa State Teachers College; M.S.,  
Ph.D., State University of Iowa  
Associate Professor of Chemistry, 1949
- WILLIAM C. LANG, B.A., Yankton College; M.A., Ph.D., State Univer-  
sity of Iowa  
Associate Professor of History, 1949
- EDNA O. MILLER, B.A., Iowa State Teachers College; M.A., Columbia  
University  
Associate Professor of Latin, 1924 (1948)
- HAROLD G. PALMER, B.A., Iowa State Teachers College; M.A., State  
University of Iowa  
Associate Professor of Industrial Arts and Head of the Department  
of Industrial Arts, 1924 (1948)
- MARNA PETERSON, B.Ph., University of Chicago; M.A., Columbia  
University  
Associate Professor of Teaching, 1920 (1932)
- ERMA B. PLAETH, B.A., Cornell College; M.A., Ph.D., State University  
of Iowa  
Associate Professor of Government, 1936 (1950)
- WILLARD J. POPPY, B.Ed., Oshkosh State Teachers College; M.S.,  
Ph.D., State University of Iowa  
Associate Professor of Physics, 1949
- E. GRACE RAIT, B.A., Iowa State Teachers College; M.A., Columbia  
University  
Associate Professor of Teaching, 1914 (1932)
- ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus.,  
Cosmopolitan Conservatory  
Associate Professor of Piano, 1923 (1946)
- \*MYRON RUSSELL, B.Mus., Kansas State Agricultural College;  
M.Mus. Eastman School of Music, University of Rochester  
Associate Professor of Wood-wind Instruments, 1929 (1943)
- ROLAND SEARIGHT, B.A., Grinnell College; M.A., Eastman School of  
Music, University of Rochester  
Associate Professor of Violoncello and Conducting, 1927 (1943)
- ELISABETH SUTHERLAND, B.S., M.S., University of Wisconsin;  
Ph.D., University of Minnesota  
Associate Professor of Home Economics and Head of the Depart-  
ment of Home Economics, 1940
- GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D.,  
State University of Iowa  
Associate Professor and Director of Curriculum Laboratory, 1941  
(1945)

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\* On Leave



DORIS E. WHITE, B.A., Simpson College; M.A., Columbia University  
Associate Professor of Physical Education for Women, 1915 (1932)

#### Assistant Professors

VERNA J. ADNEY, B.A., Iowa State Teachers College; M.A., Columbia University

Assistant Professor of Teaching, 1927 (1947)

HULDA AHLSCHEDE, B.A., Mayville, North Dakota, State Teachers College; M.A., Colorado State College of Education  
Assistant Professor of Teaching, 1947 (1950)

CHARLES F. ALLEGRE, B.S., Emporia, Kansas, State College; M.S., Ph.D., State University of Iowa  
Assistant Professor of Biology, 1950

RUTH A. ALLEN, B.S., M.S., Iowa State College  
Assistant Professor of Home Economics, 1947

LUCILE E. ANDERSON, B.A., Iowa State Teachers College; M.A., University of Chicago  
Assistant Professor of Teaching, 1930 (1947)

MARY C. ANDERSON, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1924 (1926)

WALLACE L. ANDERSON, B.A., M.A., Trinity College; Ph.D., University of Chicago  
Assistant Professor of English, 1948

REBECCA BAKER, B.S., M.Ed., University of Missouri  
Assistant Professor of Education, 1947 (1950)

ALICE BAKKEN, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1927 (1947)

OLIVE L. BARKER, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Voice, 1926 (1946)

RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Assistant Professor of Piano, 1938 (1945)

\*RANDALL R. BEBB, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1947 (1949)

JANE BIRKHEAD, B.A., M.A., University of Missouri  
Assistant Professor of Voice, 1941 (1946)

CLIFFORD L. BISHOP, B.A., Western State College of Colorado; M.A., University of Denver; D.Ed., University of Colorado  
Assistant Professor of Education and Head of the Department of Education, 1950

JAMES T. BLANFORD, B.S., Central Normal College; M.S., Indiana University  
Assistant Professor of Business Education, 1946 (1949)

EMIL W. BOCK, B.Mus., M.Mus., Northwestern University  
Assistant Professor of Violin, 1939 (1946)

ESTHER BOEHLJE, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Education, 1948

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\* On Leave

- MARY LEAH BOULDIN, B.S., University of Missouri; M.S., University of Illinois  
Assistant Professor of Home Economics, 1948 (1950)
- ROBERT P. BRIMM, B.Ed., Southern Illinois University; M.Ed., D.Ed., University of Missouri  
Assistant Professor of Teaching, 1948
- LOUIS BULTENA, B.D., San Francisco Seminary; M. Ph., Ph.D., University of Wisconsin  
Assistant Professor of Sociology, 1946
- MARY P. CALDWELL, B.A., Iowa State Teachers College; M.A. Columbia University  
Assistant Professor of Teaching, 1922 (1932)
- MARJORIE D. CAMPBELL, B.S., M.A., Ohio State University  
Assistant Professor of Art, 1949
- ARTHUR H. CHRISTMANN, B.S., M.A., Columbia University; S.M.D., Union Theological Seminary  
Temporary Assistant Professor of Music, 1950
- ARTHUR DICKINSON, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Physical Education for Men, 1924 (1939)
- \*WALTER E. DITZLER, B.S., Iowa State Teachers College; M.A., Ohio State University  
Assistant Professor of Industrial Arts, 1946 (1948)
- MARGARET DIVELBESS, B.A., Grinnell College; M.A., Columbia University  
Assistant Professor of Teaching, 1927
- JAMES V. FARRELL, B.Ed., Superior, Wisconsin, State Teachers College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Teaching, 1948 (1949)
- MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Business Education, 1923 (1950)
- MAURICE GEROW, B.Mus., M.Mus., University of Michigan  
Assistant Professor of Music Education, 1947
- WALDEMAR GJERDE, B.A., Augsburg College; M.A., University of Minnesota  
Assistant Professor and Specialist in Audio-Visual Education, 1945 (1948)
- ZELWYN GRAHAM, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1926 (1947)
- HARRY G. GUILLAUME, B.S., M.A., Columbia University  
Assistant Professor of Art and Head of the Department of Art, 1948
- AGNES GULLICKSON, B.A., Iowa State Teachers College; M.A. Columbia University  
Assistant Professor of Teaching, 1926 (1947)
- E. W. HAMILTON, B.A., Tarkio College; M.A., State University of Iowa  
Assistant Professor of Mathematics, 1949
- \*NELLIE HAMPTON, B.S., Central Missouri State Teachers College; M.A., State University of Iowa  
Assistant Professor of Education, 1945 (1948)
- MRS. MARY WHEAT HANAWALT, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Assistant Professor of English, 1949



- ALDEN B. HANSON, B.A., St. Olaf College; M.Ph., University of Wisconsin  
Assistant Professor of English, 1946 (1949)
- ROSE L. HANSON, B.S., University of Nebraska; M.A., State University of Iowa  
Assistant Professor of Teaching, 1920 (1934)
- WILLIAM P. HAPP, B.S., Northwestern University; M.S., Ph.D., State University of Iowa  
Assistant Professor of Teaching, 1948
- CORRINE D. HARPER, B.S., Kansas City Teachers College; M.Ed., University of Missouri  
Assistant Professor of Teaching, 1947 (1949)
- HENRY HARRIS, B.Mus., Philadelphia Conservatory of Music  
Assistant Professor of Piano, 1941
- BERNICE HELFF, B.A., State University of Iowa; M.A., Columbia University  
Assistant Professor of Teaching, 1942 (1947)
- MARIE HJELLE, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1949
- MRS. MARJORIE B. HOLMBERG, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri  
Assistant Professor of Teaching, 1947 (1949)
- THOMAS D. HORN, B.A., M.A., Ph.D., State University of Iowa  
Assistant Professor of Teaching and Principal of the College Elementary School, 1947
- DONALD F. HOWARD, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Assistant Professor of History, 1947
- FLORENCE M. KASISKE, B.A., Illinois Wesleyan University; M.A., University of Illinois  
Assistant Professor of Teaching, 1945 (1950)
- LEONARD J. KEEFE, B.Ed., Illinois State Normal University; M.A., Colorado State College of Education  
Assistant Professor of Business Education, 1949
- ROBERT S. LANKTON, B.A., M.A., Wayne University  
Assistant Professor of Mathematics, 1948
- WILLIAM P. LATHAM, B.Mus., M.M., College of Music of Cincinnati  
Assistant Professor of Brass Instruments, 1947 (1950)
- CHARLES T. LEAVITT, B.A., Beloit College; M.A., Ph.D., University of Chicago  
Assistant Professor of History, 1946
- FRED W. LOTT, Jr., B.S., Cedarville, Ohio, College; M.A., University of Michigan  
Assistant Professor of Mathematics, 1949
- EDNA MANTOR, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1923 (1943)
- E. L. MARIETTA, B.Ed., Southern Illinois Normal University; M.A., Ph.D., State University of Iowa  
Assistant Professor of Business Education, 1949
- D. N. MARQUARDT, B.A., Grinnell College; M.S., Ph.D., State University of Iowa  
Assistant Professor of Chemistry, 1949

- FRANK E. MARTINDALE, B.Ed., Stevens Point, Wisconsin, Teachers College; M.Ph., University of Wisconsin  
Assistant Professor of Education, 1948
- MRS. DOROTHY C. MATALA, B.A., Indiana Central College; M.A., Indiana University; Ph.D., Cornell University  
Temporary Assistant Professor of Biology, 1946 (1947)
- CARYL A. MIDDLETON, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1949
- \*JOHN W. MITCHELL, B.Sch.Mus., College of Wooster; M.Mus.Ed., Oberlin College  
Assistant Professor of Music Education, 1946 (1949)
- ELEANOR McBRIDE, B.Ed., Illinois State Normal University; M.A., University of Illinois  
Assistant Professor of Teaching, 1946 (1949)
- PHYLLIS McCARTHY, B.S., Northern South Dakota State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1947 (1949)
- CLIFFORD G. McCOLLUM, B.S. in Ed., M.A., D.Ed., University of Missouri  
Assistant Professor of Physical Science, 1949 (1950)
- DAVID H. McCUSKEY, B.S., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Physical Education for Men, 1930 (1947)
- ELAINE E. McDAVITT, B.S., M.A., Northwestern University; Ph.D., University of Michigan  
Assistant Professor of Speech, 1947
- DOROTHY L. MOON, B.Ed., Northern Illinois State Teachers College; M.A., Northwestern University  
Assistant Professor of Physical Education for Women, 1946 (1950)
- GILBERT W. MOUSER, B.S., Greenville College; Ph.D., Cornell University  
Assistant Professor of Biology, 1947 (1950)
- OLIVER M. NORDLY, B.A., Carleton College  
Assistant Professor of Physical Education for Men, 1937 (1947)
- EMMA OFFER, B.Ph., University of Chicago; M.A., Columbia University  
Assistant Professor of Teaching, 1930 (1947)
- LELA MAE PING, B.Ed., Illinois State Normal University; M.S., University of Illinois  
Assistant Professor of Home Economics, 1946 (1948)
- OSCAR E. REECE, B.S., Kansas State College; M.S., Ph.D., University of Minnesota  
Assistant Professor of Agriculture, 1948
- GORDON J. RHUM, B.A., Iowa Wesleyan College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Education, 1948 (1949)
- MELVIN F. SCHNEIDER, B.Mus., M.A., University of Wisconsin  
Assistant Professor of Teaching, 1945 (1949)
- \*DONALD R. SCOTT, B.A., Gettysburg College; M.A., Syracuse University; Ph.D., Cornell University  
Assistant Professor of Rural Education, 1947
- THELMA SHORT, B.S., M.A., Columbia University  
Assistant Professor of Physical Education for Women, 1929 (1946)



- WRAY D. SILVEY, B.S., Central Missouri State College; M.Ed., D.Ed.,  
University of Missouri  
Temporary Assistant Professor of Teaching, 1950
- OLIVER M. SKALBECK, B.A., St. Olaf College; M.A., State University  
of Iowa  
Assistant Professor of Speech, 1949
- ERNESTINE SMITH, B.A., M.S., University of Michigan  
Assistant Professor of Geography, 1936 (1943)
- MANFORD SONSTEGARD, B.ED., St. Cloud, Minnesota, State Teachers  
College; M.A., University of Minnesota  
Assistant Professor of Teaching 1945 (1948)
- JULIA SPARROW, B.S., St. Cloud, Minnesota, State Teachers College;  
M.A., State University of Iowa  
Assistant Professor of Education, 1944 (1948)
- NORMAN C. STAGEBERG, B.S., University of Minnesota; M.A., State  
University of Iowa; Ph.D., University of Wisconsin  
Assistant Professor of English, 1946
- CLYDE L. STARBECK, B.S., South Dakota State College  
Assistant Professor of Physical Education for Men, 1936 (1945)
- WILLARD A. STARKEY, B.S., Southwest Missouri State College; M.Mus.,  
Northwestern University  
Assistant Professor of Instrumental Music, 1949
- MARGUIRETTE MAY STRUBLE, B.A., M.A., Ph.D., State University  
of Iowa  
Assistant Professor of Teaching, 1935
- KARL A. SVENSON, B.A., University of Wyoming; M.A., Indiana Uni-  
versity; Ph.D., State University of Iowa  
Assistant Professor of Government, 1949
- OSCAR E. THOMPSON, B.Ed., Moorhead, Minnesota, State Teachers  
College; M.S., University of North Dakota; Ph.D., State Univer-  
sity of Iowa  
Assistant Professor of Education, 1947
- EULALIE TURNER, B.S., State University of Iowa; M.A., Columbia  
University  
Assistant Professor of Teaching, 1915 (1923)
- GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University  
Assistant Professor of Physical Education for Women, 1919 (1921)
- LILLIAN ROSE WAGNER, B.A., University of South Dakota; M.A., State  
University of Iowa  
Assistant Professor of Speech, 1950
- WILLIS H. WAGNER, B.S., Central Missouri State Teachers College;  
M.Ed., University of Missouri  
Assistant Professor of Industrial Arts, 1945 (1947)
- LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A.,  
University of Michigan  
Assistant Professor of Physical Education for Men, 1926 (1945)
- ALTA WILMARTH, B.A., Iowa State Teachers College; M.A., State Uni-  
versity of Iowa  
Assistant Professor of Teaching, 1919 (1932)
- LEONARD WINIER, B.S., Winona, Minnesota, State Teachers College;  
M.A., Columbia University  
Assistant Professor of Biology, 1948
- SHIRLEY WINSBERG, B.S., Indiana University; M.S., Wellesley College  
Assistant Professor of Physical Education for Women, 1945 (1949)

- STANLEY WOOD, B.A., Iowa State Teachers College; M.A., Western Reserve University  
Assistant Professor of Speech, 1946 (1948)
- BERTRAM L. WOODCOCK, B.S., Iowa State Teachers College  
Assistant Professor of Safety Education, 1946 (1949)
- MILES V. ZINTZ, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Assistant Professor of Education, 1946 (1949)

#### Instructors

- ELLEN M. AAKVIK, B.Mus., M.Mus., Cincinnati Conservatory of Music  
Instructor in Piano, 1948
- BILL KALER ADDISON, B.A., Ball State Teachers College; M.A., University of Minnesota  
Instructor in Teaching, 1949
- JOYCE MARION ANDERSON, B.S., University of Minnesota; M.S., University of Southern California  
Instructor in Physical Education for Women, 1948
- JOHN E. BARDACH, B.A., Queen's University (Canada); M.A., Ph.D., University of Wisconsin  
Instructor in Biology, 1949
- DON BARNHARDT, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Physical Education for Men, 1947
- DELBERT M. BATES, B.A., Yankton College; M.A., Ph.D., University of Chicago  
Instructor in Education, 1949
- RICHARD BERGSTROM, B.A., Iowa State Teachers College; M.F.A., Yale University  
Instructor in Speech, 1948
- MRS. MILDRED R. BLACKMAN, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri  
Instructor in Teaching, 1948
- JOSEPH A. BOLINSKY, B.S., New Jersey State Teachers College; M.A., Columbia University  
Instructor in Art, 1949
- \*RICHARD R. BRADDOCK, B.A., Montclair, New Jersey, State Teachers College; M.A., Columbia University  
Instructor in English, 1948
- GLENN R. BRADSHAW, B.S., Illinois State Normal University; M.F.A., University of Illinois  
Instructor in Art, 1950
- MARY BREYFOGLE, B.S., Ft. Hays, Kansas, State College; M.S., University of Wisconsin  
Instructor in Teaching, 1949
- LOLA M. BURFORD, B.S., Northeast Missouri State Teachers College; M.Ed., University of Missouri  
Instructor in Teaching, 1948
- JEAN A. BURGESS, B.S., Panzer College, E. Orange, N. J.; M.A., New York University  
Instructor in Physical Education for Women, 1949



- JACK BURGNER, B.S., Eastern Illinois State College; M.A., Colorado State college of Education  
Instructor in Art, 1949
- \*WILLARD E. BURKE, B.S., Moorhead, Minnesota, State Teachers College; M.S., University of Southern California  
Instructor in Teaching, 1948
- MARY MARGARET BUSWELL, B.S., M.A., Ph.D., University of Minnesota  
Instructor in Education, 1950
- LEWIS B. CALLAHAN, B.A., Peru, Nebraska, State Teachers College; M.S., Kansas State College  
Instructor in Industrial Arts, 1948
- CECIL P. CAMERON, B.S., M.A., University of Michigan  
Instructor in Physical Education for Men, 1949
- WILLIAM W. CHASE, B.A., M.A., Colorado State College of Education  
Instructor in teaching, 1949
- ELINOR ANN CRAWFORD, B.A., M.A., University of California  
Instructor in Physical Education for Women, 1949
- EDMUND D. CROSBY, B.A., Western Michigan College of Education; M.A., Colorado State College  
Instructor in Industrial Arts, 1947
- RICHARD L. CROSSMAN, B.S., M.S., University of North Dakota  
Instructor in Industrial Arts, 1949
- SANDFORD S. DAVIS, B.S., Central Missouri State College; M.A., University of Missouri  
Instructor in Education, 1950
- MARGARET E. DAY, B.A., M.A., University of Michigan  
Instructor in Teaching, 1949
- WILLIAM L. J. DEE, B.S.J., M.A., Washington University; Ph.D., University of Chicago  
Instructor in Sociology, 1949
- DORIS DICKASON, B.S., University of Michigan; M.F.A., State University of Iowa  
Instructor in Art, 1949
- H. THEODORE DOHRMAN, B.A., Nebraska State Teachers College; S.T.B., Ph.D., Harvard University  
Instructor in Sociology, 1949
- WILLIAM H. DREIER, B.S., Iowa State College, M.A., Ph.D., University of Minnesota  
Instructor in Education, 1949
- RUSSEL G. DRUMRIGHT, B.S., Oklahoma A. and M. College; M.Ed., University of Colorado  
Instructor in Teaching, 1949
- MILES ESGET, B.S., Northern State Teachers College; M.A., Colorado State College of Education  
Instructor in Teaching, 1949
- REGINA FITZGERALD, B.A., Western Maryland College; M.Ed., University of Maryland  
Instructor in Teaching, 1950
- EARL C. FLOYD, B.S., M.A., Ball State Teachers College  
Instructor in Teaching, 1949

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\* On Leave

- JOSEF W. FOX, B.A., Pennsylvania State College; M.A., Louisiana State University  
Instructor in English, 1947
- IZETTA MAE FRAHM, B.A., Upper Iowa University; M.A., State University of Iowa  
Instructor in Teaching, 1948
- E. GLENADINE GIBB, B.Ed., Western Illinois State Teachers College; M.A., George Peabody College  
Instructor in Mathematics, 1946
- ROBERT W. GIFFORD, B.S., Virginia Polytechnic Institute; M.A., Columbia University  
Instructor in Teaching, 1949
- LAURA K. GILLOLEY, B.S., M.A., University of Minnesota  
Instructor in Teaching, 1950
- LEO P. GOGGIN, B.A., Central State Teachers College, Edmond, Oklahoma; M.A., Ph.D., University of Chicago  
Instructor in English, 1950
- \*MARY GREEN, B.Mus., Oberlin Conservatory of Music  
Instructor in Theory and Harp, 1947
- PETER G. HAINES, B.S., M.A., University of Minnesota  
Instructor in Business Education, 1949
- MRS. MAGGIE HAMMER, B.S., North Texas State College; M.Ed., University of Oklahoma  
Temporary Instructor in Teaching, 1950
- ELLEN PATRICIA HANSEN, B.S., M.S., University of Illinois  
Instructor in Home Economics, 1950
- CHARLES H. HANSFORD, B.Mus., Fayette, Mo., Central College; M.A., Stanford University  
Instructor in Teaching, 1950
- MRS. TEMPIE HANSFORD, B.A., Fayette, Mo., Central College; M.Ed., Missouri University  
Temporary Instructor in Teaching, 1950
- MRS. LETA NORRIS HARMON, B.S., Oklahoma Central State College; M.Ed., University of Oklahoma  
Instructor in Teaching, 1950
- \*PAUL E. HARRISON, JR., B.E., Northern Illinois State Teachers College; M.A., Colorado State College of Education  
Instructor in Teaching, 1947
- FRANK C. HARTWELL, B.S., Northern Illinois State Teachers College; M.A., Colorado State College of Education  
Instructor in Teaching, 1948
- JAMES S. HEARST  
Visiting Instructor in Creative Writing, 1941
- CLIFFORD H. HERROLD, B.A., Central Oklahoma State Teachers College; M.A., Colorado State College of Education  
Instructor in Art, 1947
- ERNEST H. KILGORE HILLARD, B.A., M.A., University of Chicago  
Instructor in French and Spanish, 1947
- FREDERICK MITCHELL HOAR, B.A., Harvard University  
Instructor in Journalism, 1950
- LaVERNE HODGES, B.Mus., North Texas State College; M.Mus., Texas Christian University  
Temporary Instructor in Theory and Harp, 1950



- MRS. OLIVE J. HOLLIDAY, B.A., Iowa State Teachers College; M.A., University of Illinois  
Instructor in Home Economics, 1949
- \*KARL M. HOLVIK, B.A., Concordia College; M.A., Eastman School of Music, University of Rochester  
Instructor in Wood-wind Instruments, 1947
- MRS. ALTA HOWELL, B.S., Troy, Alabama, State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1948
- MRS. KATHERINE HUMPHREY, B.S.C., M.A., State University of Iowa  
Instructor in Business Education, 1947
- VIRGINIA A. INGERSOLL, B.S., University of Minnesota; M.S., University of Wisconsin  
Instructor in Teaching, 1949
- BERNICE I. JANSSEN, B.Ed., Western Illinois State College; M.S. University of Illinois  
Instructor in Home Economics, 1949
- ELWOOD J. KEISTER, B.S.M., Baldwin-Wallace College; M.Mus., Eastman School of Music, University of Rochester  
Instructor in Voice, 1947
- MRS. GLORIA B. KEISTER, B.Mus., M.Mus., Cincinnati Conservatory of Music  
Temporary Instructor in Piano, 1946
- DAVID E. KENNEDY, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Instructor in Brass Instruments and Theory, 1948
- GEORGE L. KEPPERS, B.Ed., St. Cloud, Minnesota, State Teachers College; M.A., Colorado State Teachers College  
Instructor in Mathematics, 1947
- MRS. MARGARET KLEIN, B.A., Iowa State Teachers College; M.Mus.E., Drake University  
Instructor in Music Education and Librarian, 1949
- \*OLIVER P. KOLSTOE, B.A., North Dakota State Teachers College; M.S., University of North Dakota  
Instructor in Education, 1948
- LOTHAR D. KRUEGER, B.S., Milwaukee State Teachers College; M.S., University of Wisconsin  
Instructor in Art, 1947
- RACHEL LACHENBRUCH, B.S., M.A., Columbia University  
Instructor in Art, 1949
- THOMAS J. LARKIN, B.A.E., M.A.E., School of The Art Institute of Chicago  
Instructor in Art, 1947
- \*RICHARD T. LATTIN, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1947
- WALTER A. LUCAS, B.E., Fredonia, New York, State Teachers College; M.S., New York State College for Teachers; D.Ed., University of Colorado  
Instructor in Teaching, 1949
- MILDRED G. LUCE, B.A., Cornell College; M.Mus., Northwestern University  
Instructor in Teaching, 1943

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\* On Leave

- VINCENT F. MALEK, B.Mus., M.Mus., Northwestern University  
Temporary Instructor in Teaching, 1950
- SARAH L. MANNING, B.S., Buffalo, New York, State Teachers College;  
M.S., Cornell University  
Instructor in Home Economics, 1949
- WILLIAM O. MARICLE, B.Ed., Southern Illinois Normal University;  
M.A., University of Illinois  
Instructor in Teaching 1949
- RAYMOND E. MATALA, B.S., M.A., University of Minnesota  
Instructor in Industrial Arts, 1948
- \*R. JANE MAUCK, B.Mus., M.Mus., Drake University  
Instructor in Voice, 1946
- \*EDWIN J. MAURER, JR., B.A., State University of Iowa; M.A., University of Chicago  
Instructor in English, 1948
- MRS. JYONE L. MAXWELL, B.A., Iowa State Teachers College; M.Mus.,  
American Conservatory of Music  
Temporary Instructor in Piano, 1948
- PETER M. MAZULA, B.S., Cortland, New York, State Teachers College;  
M.A., Columbia University  
Instructor in Teaching, 1949
- DELLA McMAHON, B.S., Eau Claire, Wisconsin, State Teachers College, M.S., University of Wisconsin  
Instructor in Teaching, 1949
- JOHN J. McNALLY, B.A., M.A., Loyola University  
Instructor in English, 1950
- LEONA BELLE MEECE, B.S., M.S., University of Illinois  
Instructor in Business Education, 1948
- \*MARDELLE L. MOHN, B.S., Bradley University; M.S., University of Wisconsin  
Instructor in Teaching, 1948
- ALFRED C. MOON, B.S., M.S., University of Missouri  
Instructor in Teaching, 1948
- MARY ELIZABETH MORGAN, B.S., Alabama Polytechnic Institute;  
M.A., George Peabody College for Teachers  
Instructor in Teaching, 1950
- VERNON N. MORK, B.S., University of North Dakota; M.A., University of Minnesota  
Instructor in Teaching, 1949
- \*CARL B. NELSON, B.M.Ed., Augustana College; M.Ed., University of Minnesota  
Instructor in Teaching, 1947
- VIRGIL A. NEWLIN, B.E., Illinois State Normal University; M.S., University of Illinois  
Instructor in Teaching, 1950
- ROSS A. NIELSEN, B.A., Wartburg College; M.S., State University of Iowa  
Instructor in Teaching, 1947
- DONALD R. NORLAND, B.A., M.A., University of Minnesota  
Temporary Instructor in Government, 1949
- GARETH R. OLSON, B.S., M.Ed., University of Minnesota  
Temporary Instructor in Teaching, 1950

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\* On Leave



- VIOLET ORD, B.A., M.A., University of Toronto  
Instructor in Teaching, 1949
- JOHN R. PARISHO, B.S., Drake University; M.Ed., University of Colorado  
Instructor in Teaching, 1950
- SAMUEL B. PEAVEY, B.A., State University of Iowa; M. A., Harvard University  
Instructor in Teaching, 1950
- CECIL K. PHILLIPS, B.S., Southwest Missouri State Teachers College; M.Ed., University of Missouri  
Instructor in Teaching, 1948
- FRANCIS S. PHRANER, B.A., Brown University; M.A., Colgate University  
Instructor in English, 1949
- FARNHAM G. POPE, B.S., M.S., Ph.D., Cornell University  
Instructor in Education, 1949
- ALBERT A. POTTER, B.A., Chadron, Nebraska, State Teachers College  
Instructor in Teaching, 1946
- JOHN POWELL, B.M., Rollins College; M.A., Columbia University  
Instructor in Voice, 1949
- DOROTHY L. PRICE, B.S., M.Ed., University of Missouri  
Instructor in Teaching, 1949
- JOE PRZYCHODZIN, B.Ed., Southern Illinois Normal University; M.S., University of Illinois  
Instructor in Teaching, 1947
- IRVIN L. RAMSEY, B.S., M.S., Indiana State Teachers College  
Instructor in Teaching, 1948
- JOHN N. RENARD, B.S., M.Ed., University of Illinois  
Instructor in Education, 1949
- VIRGINIA RICHTER, B.S., Winona, Minnesota, State Teachers College; M.A., Northwestern University  
Instructor in Teaching, 1949
- LaVAUN J. RIGG, B.S., M.A., Columbia University  
Instructor in Teaching, 1950
- JACK H. ROESCH, B.A., Monmouth, Illinois, College; M.A., Colorado State College of Education  
Instructor in Teaching, 1949
- DONALD H. ROLLSTIN, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1949
- LESTER H. RUMBAUGH, B.A., University of Nebraska; M.A., Columbia University  
Temporary Instructor in Music Education, 1950
- GEORGE W. SAMSON, Iowa State Teachers College  
Instructor in Organ and Piano, 1916
- PAULINE SAUER, B.Ed., Chicago Teachers College; M.A., University of Michigan  
Instructor in Biology, 1949
- LAHRON H. SCHENKE, B.S., M.S., University of Wisconsin  
Instructor in Physical Science, 1948
- LOUIS O. SCHILDER, B.A., M.A., State University of Iowa  
Instructor in Teaching, 1948
- MARY MARGARET SCHMITT, B.A., Iowa State Teachers College; M.Ed., University of Minnesota  
Instructor in Teaching, 1946

- MRS. MELVIN F. SCHNEIDER, B.Mus., North Central College  
Temporary Instructor in Teaching, 1947
- BARBARA E. SCHNELLE, B.S., M.A., Ball State Teachers College  
Instructor in Teaching, 1950
- MARSHALL SCHOOLS, B.S., Mary Washington College; M.A., George  
Peabody College  
Instructor in Teaching, 1949
- AUGUSTA L. SCHURRER, B.A., Hunter College; M.A., University of  
Wisconsin  
Instructor in Mathematics, 1950
- LOIS E. SHEFTE, B.A., Yankton College; M.A., State University of Iowa  
Instructor in Teaching, 1950
- FRANCIS ELIOT SMITH, B.A., University of Massachusetts; M.A., Ph.D.,  
State University of Iowa  
Instructor in English, 1950
- M. B. SMITH, B.S., Northern State Teachers College, Aberdeen, South  
Dakota; M.A., University of Minnesota  
Instructor in Speech, 1947
- EARL W. STEININGER, B.A., M.S., University of Illinois  
Instructor in Teaching, 1950
- LLOYD J. STOKSTAD, B.S., M.S., University of Wisconsin  
Instructor in Teaching, 1948
- ROBERT E. STRAIN, B.A., Municipal University of Wichita; M.Ph.,  
University of Wisconsin  
Instructor in Economics, 1947
- RHODA H. STRATTON, B.S., M.S., University of Chicago  
Instructor in Biology, 1948
- HOWARD M. STREET, B.S., Michigan State Normal College; M.Mus.,  
University of Michigan  
Instructor in Music Education, 1949
- BETTY SWANSON, B.S., University of Minnesota  
Instructor in Physical Education for Women, 1949
- HERBERT K. TJOSSEM, B.A., University of Minnesota; M.A., Univer-  
sity of Chicago  
Instructor in English, 1948
- MRS. PAULINE G. UNDERBRINK, B.A., M.A., State University of Iowa  
Temporary Instructor in Teaching, 1950
- HOWARD VANDER BEEK, B.A., State University of Iowa; M.A.,  
Columbia University  
Instructor in Teaching, 1948
- ROBERT A. von NEUMANN, B.F.A., School of the Art Institute of  
Chicago; M.S., University of Wisconsin  
Instructor in Art, 1950
- GEORGE J. VUKE, B.S., St. Cloud, Minn., State Teachers College; M.A.,  
University of Minnesota  
Instructor in Teaching, 1950
- JAMES R. WAILES, B.A., M.A., Colorado State College of Education  
Instructor in Teaching, 1949
- WILLIAM J. WALSH, JR., B.A., M.A., State University of Iowa  
Instructor in Teaching, 1948
- BARBARA WALZ, B.S., M.A., New York University  
Instructor in Physical Education for Women, 1949



- ROLAND E. WICK, B.A., Iowa State Teachers College; Ph.D., State University of Iowa  
Instructor in Business Education, 1948
- CLEM G. WIEDMAN, B.S., Southern Illinois University  
Instructor in Teaching, 1950
- EMERY L. WILL, B.A., Hobart College; M.S., Ph.D., Cornell University  
Instructor in Biology, 1949
- DOROTHY E. WINEKE, B.S., M.S., University of Wisconsin  
Instructor in Teaching, 1949
- W. DEAN WINTERS, B.A., University of Colorado  
Temporary Instructor in Teaching, 1950
- MRS. EVELYN STARKEY WOOD, B.A., Marshall College; M.A., University of Michigan  
Temporary Instructor in English, 1947
- LAWRENCE S. WRIGHT, B.S., M.S., Stout Institute  
Instructor in Industrial Arts, 1949
- BARBARA YAGER, B.S., M.A., Ohio State University  
Instructor in Physical Education for Women, 1949
- NINA MARY YEAGER, B.S., Central Missouri State College; M.Ed., University of Missouri  
Instructor in Teaching, 1947

## OTHER OFFICERS AND ASSISTANTS

### Librarians

- MARYBELLE McCLELLAND, B.A., Pomona College; B.S., M.S., Columbia University  
Head Librarian, 1929 (1943)
- EVELYN J. MULLINS, B.A., Grinnell College; B.S., Columbia University  
Order Librarian, 1930 (1948)
- IRENE A. EHRESMAN, B.A., Carleton College; Library Certificate, University of Wisconsin  
Periodicals and Binding Librarian, 1926
- CLARA E. CAMPBELL, B.A., Irving College; B.S., Carnegie Institute of Technology; M.S., Columbia University  
Juvenile Librarian, 1937
- MARY DIETERICH, B.A., Grinnell College; B.S., Columbia University  
Reference Librarian, 1930 (1946)
- MARGARET G. FULLERTON, B.A., Iowa State Teachers College; M.A., Columbia University; B.S., in Library Science, Columbia University  
Head Cataloguer, 1947
- LAURETTA G. McCUSKER, B.A., Western Maryland College; Library Certificate, Columbia University  
Instructor in Library Science, 1948
- MRS. ADA McLEOD, B.A., Iowa State Teachers College; B.S. in Library Science, Columbia University  
Instructor in Library Science, 1949
- MARY LOUISE COOPER, B.A., B.S., in Library Science, University of Minnesota  
Circulation Librarian, 1950
- MRS. GRACE W. DOUGLAS, B.A., State University of Iowa  
Assistant Librarian, Catalogue Department, 1949

- MRS. EUNICE MITCHELL, B.A., College of Wooster; M.A., Western Reserve University  
Assistant Librarian, Order Department, 1950
- KATY VANT HOF, B.A., Iowa State Teachers College  
Curriculum Laboratory Librarian, 1950

#### The Commons

- MARGARET FITZGERALD, B.S., Iowa State Teachers College; M.A., Columbia University  
Director of Foods, 1945 (1949)
- LOUISE NELSON, B.S., University of Minnesota  
Director of Social Life, 1949

#### Bartlett Hall

- MARGARET SUE LUND, B.A., Iowa State Teachers College; M.A., University of Wisconsin  
Personnel Director, 1946
- MRS. JOYCE REAUGH, B.A., Iowa State Teachers College  
Assistant Director, 1950
- MARY LOUISE GAMET, R.N.  
Nurse, 1950
- MRS. LILLIAN STEWART  
Housekeeper, Residence Halls for Women, 1936 (1940)
- MRS. DEAN MULFORD  
Desk Clerk, 1950
- GENEVIEVE MADIGAN  
Desk Clerk, 1946
- MRS. ALICE BELL  
Night Hostess, 1945

#### Lawther Hall

- ANITA P. SMITH, B.A., DePauw University; M.A., Syracuse University  
Personnel Director, 1948 (1949)
- D. HOPE HUNTINGTON, B.S. in Ed., Manchester College; M.S. in Ed., Syracuse University  
Assistant Director, 1950
- MARLYS HOOK, R.N.  
Nurse
- MRS. LILLIAN STEWART  
Housekeeper, Residence Halls for Women, 1936 (1940)
- MRS. JOSEPHINE BARDACH  
Desk Clerk, 1950
- MRS. JOY MINER  
Desk Clerk, 1948
- EVA OLNEY  
Night Hostess, 1942 (1945)

#### The George T. Baker Hall for Men

- MRS. MARY JUNE McNAMAR  
Director, 1950
- MRS. BERTHA MILLER  
Housekeeper, Residence Halls for Men, 1945



**The Homer H. Seerley Hall for Men****MRS. GLADYS A. RHODES**

Director, 1945

**MRS. BERTHA MILLER**

Housekeeper, Residence Halls for Men, 1945

**Stadium Hall for Men****FREDERICK C. McNEAL, B.A., Iowa State Teachers College**

Director, 1950

**MRS. BERTHA MILLER**

Housekeeper, Residence Halls for Men, 1945

**Hospital Service****MAUDE E. HAINES, R.N.**

Supervisor, 1942

**JESSIE JOYCE, R.N.**

Nurse, 1934

**MRS. MANETTA B. SPEICHER, R.N.**

Nurse, 1944

**ROSE ANN McDONOUGH, R.N.**

Nurse, 1947

**MARLYS HOOK, R.N.**

Nurse, 1948

**MURIEL RADEMAKER, R.N.**

Nurse, 1949

**MARY LOUISE GAMET, R.N.**

Nurse, 1950

**Secretarial, Clerical, and Stenographic Service****JULIE BAILEY, B.A., Cornell College**

Order Clerk, Business Office, 1945

**MRS. MONA E. BARETICH**

Secretary, Department of Industrial Arts, 1950

**MARGARET ANN BARRETT**

Secretary, Department of Buildings and Grounds, 1950

**BARBARA JEAN BATES, B.S., Iowa State College**

Secretary, Department of Teaching, 1950

**VELDA B. BENTLEY**

Record Clerk, Office of the Registrar, 1924 (1937)

**DOROTHY BERGSTROM**

Switchboard Operator, 1948

**DOROTHY MAE BOLHUIS**

Clerk, Bureau of Research, 1950

**MRS. LYLDA L. BOND**

Typist, Placement Bureau, 1950

**MRS. MARY BRONNER**

Secretary, Student Health Service, 1950

**MRS. CAROL J. BROWN**

Switchboard Operator, 1948

**MRS. CLEO BUCKNAM**

Clerk-Typist, Placement Bureau, 1948

- MRS. RUTH CALLAHAN  
Admissions Clerk, Office of the Registrar, 1949
- MRS. SHIRLEY CARMICHAEL  
Secretary, Department of Home Economics, 1949
- MRS. MILDRED CLARK  
Clerk, Business Office, 1950
- BERTHA COLVILLE  
Clerk-Typist, Bureau of Public Relations, 1949
- PHOEBE COWAN, B.A., Iowa State Teachers College  
Registration Clerk, Office of the Registrar, 1944
- NORMA JEAN CROW  
Stenographer, Department of Mathematics, 1950
- MRS. WILMA DAMGAARD  
Stenographer, Placement Bureau, 1949
- MRS. ARDELLA C. DENNIS  
Switchboard Operator, 1950
- THERESE M. DONAHOE  
Stenographer, Extension Service, 1950
- EUGENE R. DONAT  
I.B.M. Operator, Office of the Registrar, 1949
- MRS. RUTH A. DOUGHERTY  
Stenographer, Curriculum Laboratory, 1950
- MRS. DARLYCE DRUM  
Clerk-Typist, Office of the Dean of Men, 1949
- MRS. MARTHA DUKE  
Secretary, Campus Elementary School, 1950
- RALPH WAYNE DUKE, B.A., State University of Iowa  
Sports Assistant, Bureau of Public Relations, 1950
- RUTH H. DUNLOP, B.A., Iowa State Teachers College  
Advanced Standing Clerk, Office of the Registrar, 1923
- MRS. FRANCES E. EARWICKER  
Vault Clerk, 1949
- MRS. DOROTHY M. EASTIN  
Stenographer, Department of Business Education, 1950
- MRS. LOIS MAE ELLETT  
Clerk, Bureau of Research, 1948
- MRS. BETTY L. FORTUNE  
Payroll Clerk, Business Office, 1949
- BETTY FRANTZ  
Secretary to the Assistant Registrar, 1950
- MRS. GLENN FUTRELL  
Typist, Mimeograph Operator, 1946
- MRS. GWELDA GEILER  
Stenographer, Extension Service, 1950
- ARNOLD E. GRUMMER, B.A., Iowa State Teachers College  
Assistant Radio Program Director, 1949
- EMILIE L. HAARS  
Stenographer, Office of Alumni Affairs, 1950
- MRS. BLANCHE A. HARLAND  
Secretary to the Director of Research, 1926 (1939)
- MRS. K. L. HARTSON  
Assistant Cashier, Business Office, 1950



- MRS. DORIS B. HAUSER  
Secretary, Alumni Affairs, 1944 (1948)
- MRS. MARIETTA HESSE, B.A., Iowa State Teachers College  
Clerk in the Library, 1950
- MRS. EVANGELINE C. HUGHES  
Stenographer, Office of the Dean of Women, 1950
- E. ANN HUSS  
Stenographer, Department of Physical Education for Men, 1950
- MRS. EDNA JAMES  
Clerk, Public School Relations, 1948
- MRS. JANET S. JOHNSON  
Secretary, Campus School, 1948 (1949)
- JESSIE JUHL  
Secretary to the President, 1923
- VERNA KENNEDY  
Cashier, Business Office, 1941 (1945)
- MRS. LENORA KLEPPER  
Clerk, Office of the Registrar, 1950
- MRS. MARGARET E. LARRABEE  
Secretary, Office of the Dean of Men, 1950
- MRS. OLIVE A. LILLEHEI  
Clerk, Correspondence Study, 1950
- NANCY McCOY  
Typist-Accompanist, Department of Physical Education for Women,  
1949
- MRS. MARLYS McCUNNIFF, B.S., Iowa State Teachers College  
Record Clerk, Office of the Registrar, 1950
- MRS. EVELYN McDONALD  
Clerk, Business Office, 1949
- MARALEE N. McKINNEY  
Secretary to the Registrar, 1950
- MRS. LOUISE C. McKITRICK  
Secretary to the Director of Extension Service, 1921
- M. MARLENE MEIER  
Secretary in the Speech Clinic, 1950
- MRS. CALVIN E. METHER, B.A., Iowa State Teachers College  
Stenographer, Officer of the President, 1942
- RUTH MEYER, B.A., Iowa State Teachers College  
Secretary to the Dean of the Faculty, 1949
- DORIS LEE MILLER, B.A., Iowa State Teachers College  
Secretary to the Director of Placement, 1949
- MRS. DELORES M. MOOERS  
Stenographer and Control Operator, Radio Office, 1949
- HELEN E. MORGAN  
Secretary, Department of Education, 1949
- MRS. RAMONA MORGAN, B.A., Iowa State Teachers College  
Clerk, Alumni Service, 1950
- SHIRLEY M. MORGAN  
Secretary, Department of Social Science, 1950
- MRS. PAT MORRIS  
Clerk-Typist, Placement Bureau, 1946
- MRS. DONALD NARVESON  
Assistant Bookkeeper, Business Office, 1948

- MRS. RUSSELL A. NIELSEN, B.A., Iowa State Teachers College  
Secretary, Department of English, 1950
- MRS. HELEN OLSON, B.A., Clarke College  
Veteran's Clerk, Office of the Registrar, 1950
- MRS. FLORENCE PARRY  
Secretary to the Dean of Women, 1936 (1944)
- MISS ROSA B. LAMANSKY  
Clerk, Office of the Registrar, 1950
- RUTH M. PETERSEN  
Clerk in Charge of Mimeograph Service, 1944 (1947)
- AILEEN PFEIFFER, B.A., Cornell College  
Secretary to the Director of Religious Education, 1950
- MRS. WM. C. RAINBOW  
Clerk-Stenographer, Placement Bureau, 1950
- MRS. SHIRLEY ROBERTS  
Stenographer to the Counseling Coordinator, 1950
- BONNIE ROGERS  
Multigraph Operator, 1950
- MRS. CARRIE E. SIMONSEN  
Recorder, Office of the Registrar, 1916 (1938)
- ARLENE A. SMITH  
Stenographer, Office of Extension Service, 1950
- MARGARET EVELYN SMITH  
Multilith Operator, 1948
- MRS. BARBARA SORENSEN  
Switchboard Operator, 1947
- BETH M. SPAFFORD  
Stenographer, Placement Bureau, 1945
- MRS. WILMA STEELE  
Secretary, Department of Music, 1950
- BETTY JEAN STOVER  
Stenographer and Accompanist, Dept. of Physical Education for  
Women, 1944
- MRS. ELIZABETH E. STRAW  
Key Punch Operator, 1950
- PETER A. STRUYK  
Equipment Clerk, Business Office, 1948
- MRS. DON STURM  
Mimeograph Operator, 1947
- MRS. ROBERTA SWANSON  
Clerk in the Library, 1950
- MRS. DOUGLAS C. THOMAS, B.A., State University of Iowa  
Stenographer, Bureau of Public Relations, 1950
- MRS. LOIS L. TOPPING  
Clerk-Stenographer Placement Bureau, 1950
- MRS. DELORIS B. TVEDTE  
Secretary, Department of Science, 1949
- BEVERLY ANN D. WARD  
Stenographer, Department of Art, 1950
- PAULINE WATTERS  
Stenographer, Public school Relations, 1950



**THE FACULTY SENATE**

M. J. Nelson, President of the Senate  
 Marshall R. Beard, Secretary of the Senate

**Elected Members**

The date in parenthesis indicates expiration of term. All terms expire on August 31.

Bender, Paul F.	('51)	Keppers, George L.	('51)
Cowley, John P.	('51)	Larkin, Thomas	('52)
Gjerde, Waldemar	('52)	McCusker, Lauretta G.	('52)
Grant, Martin L.	('52)	Pendergraft, Daryl	('51)
Horn, Thomas D.	('51)	Rogers, Robert A.	('51)
Howard, Donald F.	('51)	Schaefer, Josef	('51)
Hult, Esther	('52)	Thompson, Oscar E.	('52)
Humphrey, Mrs.		Wagner, Willis	('52)
Katherine	('52)	White, Doris	('52)

**EDUCATIONAL POLICIES COMMISSION**

The date in parenthesis indicates expiration of term. All terms expire on March 1.

**Elected Members**

Guillaume, Harry G.	('53)	Pendergraft, Daryl	('51)
Lang, William	('53)	Helff, Bernice	('52)
Matala, Mrs. Dorothy	('53)	Thompson, Oscar	('52)
Horn, Thomas	('51)		

**Appointed Members**

Bontz, Jean	('53)	Keppers, George	('52)
Holmes, George	('53)	Rogers, Robert	('52)

**I. Faculty Committees**

(Chairman's name first)

**Curricula****A. Central Committee**

Dean of the Faculty,  
 ex officio

Norman Stageberg

Daryl Pendergraft

Harry Guillaume

Jean Bontz

M. R. Beard, Secretary

**B. Sub-committee on Four-Year Curriculum**

Daryl Pendergraft

John Cowley

Josef Fox

Thomas D. Horn

Donald F. Howard

Esther Hult

Lela Mae Ping

Robert A. Rogers

Oscar E. Thompson

**C. Sub-Committee on Two-Year Curriculum**

Esther Boehlje

Rebecca Baker

Glenadine Gibb

Lothar Krueger

Thelma Short

**Instructional Research**

J. B. Paul

Herbert Silvey

Thomas D. Horn

Guy Wagner

Wm. C. Lang

Dean of the Faculty, ex  
 officio

Head of the Dept. of Educa-  
 tion, ex officio

**Independent Study**

Dean of the Faculty, ex officio  
 Geo. L. Keppers  
 Donald F. Howard  
 Gordon Rhum  
 M. B. Smith

**Professional Screening**

Dean of the Faculty, ex officio  
 Dean of Men, ex officio  
 Dean of Women, ex officio  
 Coordinator of Student Counseling, ex officio  
 Registrar, ex officio secretary  
 The student's adviser

**Registration Adjustments**

Josef Schaefer  
 Shirley Winsberg  
 Daryl Pendergraft

**Committees**

Guy Wagner  
 C. W. Lantz  
 H. A. Riebe

**Professional Publications**

E. L. Ritter  
 H. A. Riebe  
 Guy Wagner  
 Mary Dieterich  
 Pauline Sauer  
 Director of Public Relations  
 Director of Research, ex officio

**Retirement Annuities**

M. J. Wilcox  
 Louis Bultena  
 W. H. Wagner  
 Business Manager, ex officio

**Integration**

Oscar Thompson  
 Dwight Curtis  
 Donald Howard  
 Dorothy Matala  
 Julia Sparrow  
 Guy Wagner  
 W. H. Wagner

**Faculty Programs**

Lyman Harris  
 Richard Bergstrom  
 Corinne Harper

**Conferences**

E. L. Ritter  
 Elisabeth Sutherland  
 C. W. Lantz  
 L. V. Douglas  
 Clifford Bishop

**Student Welfare**

Dean of Men, ex officio  
 Dean of Women, secretary, ex officio  
 May Smith  
 H. A. Riebe  
 Harold E. Bernhard

**Student Loan Fund**

Frank W. Hill  
 Thelma Short  
 Dean of Women, ex officio  
 Dean of Men, ex officio  
 Business Manager, ex officio

**Athletic Board**

R. R. Fahrney  
 Daryl Pendergraft  
 Gordon Rhum  
 Clifford McCollum  
 Paul C. Kelso  
 H. W. Reninger  
 Business Manager, ex officio  
 Director of Athletics, secretary, ex officio



**Commencements**

Frank W. Hill  
 Sadie B. Campbell  
 M. R. Beard  
 Philip Jennings

**Lecture and Concert**

L. L. Sage  
 Edward Kurtz  
 Sadie B. Campbell  
 Hazel Strayer

**Board of Health**

Health Director  
 Dean of the Faculty  
 Dean of Women  
 Dean of Men  
 Head of the Dept. of Physical Education for Women  
 Head of the Dept. of Physical Education for Men

**Homecoming—1950**

Paul F. Bender  
 Thomas Larkin  
 Daryl Pendergraft  
 Evelyn S. Wood  
 Guy Wagner  
 and

**Board in Control of Student Publications**

George H. Holmes  
 Roland Wick  
 H. Earl Rath  
 Philip Jennings

Three students chosen by the Student League Board

**Dad's Day**

Dean of Men, Paul F. Bender  
 Dean of Women, Sadie B. Campbell  
 Student Committee advised by the deans

**Recreation Park**

L. L. Mendenhall  
 E. C. Denny  
 Oliver M. Nordly  
 Jean Bontz  
 Shirley Winsberg

**Mother's Day**

Dean of Women, Sadie B. Campbell  
 Dean of Men, Paul F. Bender  
 Student Committee advised by the deans

**Special Memorial Days**

Paul F. Bender  
 A. D. Dickinson  
 Geo. C. Robinson

**II. Excusing Officers****A. For late enrollment of all students**

Dean of the Faculty, M. J. Nelson

**B. For other absences**

For men students, Dean of Men, Paul F. Bender

For women students, Dean of Women, Sadie B. Campbell

### III. Student Counselors

Coordinator of Student Counseling, Paul C. Kelso

A. For freshmen and students on two-year curriculum

Rebecca Baker	Gilbert W. Mouser
Emil Bock	Francis Phraner
Louis Bultena	Gordon Rhum
C. Paul Cameron	Raymond Schlicher
William Dreier	Thelma Short
Alden Hanson	May Smith
Olive Holliday	Julia Sparrow
Esther Hult	Robert Strain
Katherine Humphrey	Rhoda Stratton
Elwood Keister	Willis Wagner
George Keppers	Roland Wick
Lothar Krueger	Evelyn Wood
Thomas Larkin	Barbara Yager
Frank E. Martindale	

B. For other students

The Head of the Department in which the student's major work is offered will assign the counselor.





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